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# A Study of the Relationships between Self-Evaluations and Supervisory Ratings of First-Year Lutheran Elementary School Teachers

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A STUDY OF THE RELATIONSHIPS BETWEEN  
SELF-EVALUATIONS AND SUPERVISORY RATINGS OF  
FIRST-YEAR LUTHERAN ELEMENTARY SCHOOL TEACHERS

By

Richard Allan Zimmer

A Dissertation Submitted to the Faculty of the School of Education  
of Loyola University in Partial Fulfillment of  
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## CHAPTER I

### INTRODUCTION

The study of first-year teachers has been the subject of investigation for a number of researchers through the years. Such investigation has grown out of a concern for the adequate performance and adjustment of teachers who are in their initial year of work in schools.

This concern, as evidenced by researchers, is shared by school administrators whose task it is to secure teaching personnel, help them make a good beginning, and improve their instructional practices through continued in-service programs. First-year teachers are also concerned because they desire to succeed in their work. Parents are concerned because their children are sometimes exposed to the beginning teacher in the classroom situation. The public is concerned, though less directly, because it is looking to the schools for quality and efficiency in the teaching process in return for its investment of tax monies. Children are involved, perhaps concerned, because they work with first-year teachers on a teacher-student relationship that can directly affect their learning potential.

Finally, colleges and universities are concerned because they are the sources of first-year teacher supply. Such institutions seek feedback from their teacher graduates and school administrative personnel that may help to influence teacher education curricula. With changes in society and the schools occurring at an increasingly rapid pace, it appears to be incumbent upon teacher education institutions to survey their graduates' work and

progress in schools.

If, through such investigation, ways can be found to educate more effectively the teacher prospect at the undergraduate level, then changes should occur contributing to the realities confronting the teacher in the schools.

At a Kettering Foundation-sponsored symposium in 1967, which addressed itself to the training of teachers for the elementary schools, the point was made that feedback from beginning teachers, if reliable, indicated that teacher education has little relationship to the realities of classroom teachers.<sup>1</sup>

First-year teachers are a matter of concern to a variety of persons for a variety of reasons. First-year teachers are a matter of concern for this author because of his role as an educator of future teachers. The specific institution to which this author is affiliated is Concordia Teachers College, River Forest, Illinois.

Extensive reading and research done about first-year teachers sharpened this investigator's sensitivity to the need for continued study in this area. Consultation with Concordia Teachers College administrative personnel reinforced the growing concern for such a project.

Though Concordia Teachers College had been graduating teachers to serve in the elementary schools of the Lutheran Church-Missouri Synod since 1864, it was only recently that any feedback mechanism had been developed for the first-year teacher.

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<sup>1</sup>Kettering Foundation, "The Report of a Symposium on the Training of Teachers for Elementary Schools, I/D/E/A" (Melbourne, Florida: The Kettering Foundation, 1967).

Concordia's graduates are placed by a Synodical Board of Assignments.<sup>2</sup> However, this placement has represented a terminal association between college and the graduate, except for alumni communications.

A problem is presented by the failure to do any sort of follow-up study of the college's graduates as they became teachers in the schools. The first-year teacher represents a product of the college. How that product performed as a classroom teacher remains an uncharted area to this time.

The college recognized the need for follow-up information and instructed the Director of Placement to send out questionnaires annually to the graduating class members who had been placed into service in the Synod's elementary schools.

Questionnaires were devised for the first-year teachers and their immediate supervisors. The questionnaires are discussed in Chapter V and a copy of each is included in Appendix A. These questionnaires were sent to all graduates and their supervisors since 1966. The Director of Placement received those questionnaires which were returned, read them and retained them in large loose-leaf binders. The data from these questionnaires had not been analyzed by the college at this time.

It appeared that aspects of the data received from the questionnaires to the first-year teachers and their supervisors would be a valuable piece of research for such a personal study and that the college would profit from the results of such an investigation. In addition, it seemed that an

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<sup>2</sup>The Lutheran Church-Missouri Synod, "Constitution and Bylaws as amended by the Denver Convention, July 11-18, 1969," Handbook: The Lutheran Church-Missouri Synod (St. Louis, Mo.: The Lutheran Church-Missouri Synod, 1970), pp. 93-97.



examination of factors of first-year teacher perceptions of their success and adjustment, as well as evaluations by their supervisors, would make a contribution to the general fund of research on first-year teachers.

A theoretical framework is developed in Chapter IV in order to provide a logical consistency to the statistical analysis of the data. The theoretical framework preceded the statement of null hypothesis to be tested in this study.

Upon further investigation, the author determined to utilize aspects of this substantial bank of information made available to him and to undertake an intensive study according to the theoretical framework.

The task undertaken by this investigator was to compare the self-evaluations of the first-year teachers with the evaluations of the supervisors. The steps followed to do this included: tabulating data from the questionnaires; analyzing factors in the self-evaluation of the first-year Lutheran elementary school teachers; analyzing factors of the supervisors' evaluations; correlating the two sets of factors according to a statistically meaningful procedure; and summarizing, drawing inferences, suggesting relationships and areas for further study and research.

The data received from the five-year period appears adequate for the purposes of this investigation. First-year teachers serving in Lutheran elementary schools are the basis of this survey. Each first-year teacher's supervisor is included in the study. The first-year teachers and their supervisors constitute matched sets of respondents.

An understanding of the teachers college from which all of the first-year teachers had been graduated is deemed helpful to the reader. This is particularly so because of the singular nature of the college--preparing teachers in the elementary schools of the Lutheran Church-Missouri Synod.

Any summary or conclusion to this investigation should be interpreted in the light of the stated limitations. For example, the group of first-year teachers studied is unique in some respects. Generalized conclusions applied to a different or wider sampling of first-year teachers may have limitations and should be done with caution.

It is the hope and intent of this investigator that the results of this study will contribute to the general fund of knowledge concerning first-year teachers and supervisory rating. Furthermore, aspects of this study may reveal suggestions and concerns that can influence curricular revision at the teacher training level as well as the level of in-service education for teachers at the local schools.

## CHAPTER II

### A REVIEW OF THE LITERATURE

A review of the literature reveals that first-year teachers have been the subject of some study. However, such studies are limited.

The first year of a person's vocational career can be considered an important stage for the person and for other members of the profession. The field of education has a particular concern for beginning teachers because of the significant impact each teacher has upon children. Some contend that the nature of traditional teacher education in America requires concern and attention to first-year teachers. It is pointed out that many who have been trained as teachers never enter the classroom.

Smith, Cohen and Pearl put their concern this way:

Perhaps the main reason that so many trained teachers never enter the classroom is a lack of commitment to the profession born of little investment in preparation for it. Not many people who are prepared to practice medicine or law fail to follow their profession; in all probability they would consider their failure to practice a waste of knowledge and training. Apparently those who are prepared to teach but never enter the classroom do not feel this sense of waste. Perhaps they feel that the amount of knowledge wasted is not that great or that valuable...If they change their occupational goals and decide to abandon teaching before they enter it, they have lost practically nothing since their preparation is essentially the same as that of a liberal arts graduate. If the teacher were required to make a heavier investment<sup>1</sup> in preparation, he would either not enter the field or not drop out.

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<sup>1</sup>Othanel Smith, Teachers for the Real World, in collaboration with Saul B. Cohen and Arthur Pearl (Washington, D. C.: The American Association of Colleges for Teacher Education, 1969), p. 24.

With reference to the beginning teacher as a potential drop out, these same authors comment:

It is believed also that the beginning teachers loses interest in his work and drops out because of the circumstances in which he is placed. He is sometimes given a heavier load than experienced teachers and is usually given the poorest choice of assignments because of the seniority system which operates in many schools, especially in large systems. In particular, the beginning teacher is often burdened with clerical duties, study hall responsibilities, and lunchroom supervision. All of these sap his energies and consume his time. The beginner is typically given little help on the problems that he faces because the experienced teachers are too busy to assist him or the supervisory staff of the school system is inadequate. So the beginning teacher often works in a professional vacuum without any reference standard against which to judge his performance. If he finds himself overwhelmed in discipline problems or lack of adequate rapport with his pupils, he may benefit from assistance from experienced teachers who have dealt successfully with such difficulties. A teacher who is having trouble relating to his pupils and handling the materials of instruction needs the support and advice of established teachers. But all too often the school system makes no provision for such assistance.<sup>2</sup>

This concern is underscored by Bush's study which showed that over fifty per cent of those who receive certification upon graduation are not teaching two years later.<sup>3</sup>

Graphic accounts of the kinds of problems that face first-year teachers are recorded by six first-year teachers in a recent volume edited by Ryan.<sup>4</sup> Though this work is not a systematic study of beginning teachers, the accounts do point out that the adjustment phase of a teacher's first year is unique and in need of special attention by supervisory personnel

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<sup>2</sup>Ibid., p. 25.

<sup>3</sup>Robert N. Bush, "The Formative Years," The Real World of the Beginning Teacher (Washington, D.C.: National Commission on Teacher Education and Professional Standards, National Education Association, 1965), p. 7.

<sup>4</sup>Kevin Ryan, ed., Don't Smile Until Christmas (Chicago: The University of Chicago Press, 1970).

and experienced teachers.

The author could find no studies that had been done that paralleled the intent of this investigation. However, studies of first-year teachers will be reviewed briefly to indicate their purpose and scope.

Gordon attempted to determine the relationship between interns' scores on personality schedules and case study instruments and the emotional climate of their classrooms. Subjects were elementary, junior high, and senior high school intern teachers. Gordon's project failed to confirm any of the particular relationships found between observed behavior and personality schedules. Relationships were unclear. One of Gordon's suggestions, it should be pointed out, was that teachers, rather than intern teachers, be studied.

Sister Lauriana tried to determine the effectiveness of the Madonna College teacher education program in 1966. Her information was based on 86 out of 101 students who were recommended for certification during a six-year span. Principals rated the subjects in three ways: 1) as a person; 2) as a professional worker, and; 3) as a member of the community. She found that most of the teachers were growing normally or better in professional competence. Twenty-eight per cent of the principals suggested performance improvement and 15 per cent preparation improvement. Ninety-one per cent said it was not necessary for the college supervisor to visit the teacher. Over 90 per cent of the teachers were rated favorably or better on relations

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5Ira J. Gordon, Relationships Between Personality Variables and Classroom Behavior of Teaching Interns, Cooperative Research Project Number 1717, Supported by the Cooperative Research Program of the Office of Education, United States Department of Health, Education and Welfare (Gainesville, Florida: University of Florida, 1964).

with pupils, parents, faculty, and community. Overall, five-sixths of the teachers were rated above average.<sup>6</sup>

An investigation by Taylor and Dropkin was concerned with the association between the student teaching locales, the present job locale, and the congruence of student teaching and job locale with the perceived difficulties of beginning teachers. Subjects were 136 first-year teachers from the 1963 class of Queen's college. The perceived problem areas in descending order of difficulty were: 1) discipline; 2) methods of teaching; 3) relations with parents; 4) evaluation of students; 5) classroom routines; 6) materials and resources, and; 7) planning. Whether their student teaching experiences were part of a special program in special schools of New York City or in regular New York City and suburban schools, there were no discernable mean differences among the respondents in perceived difficulties in each of the problem areas. There were city-suburban differences in the three areas of classroom routines, methods of teaching, and relations with parents. Within the city group there were differences between "special service school" teachers and New York City teachers for the same three areas and for discipline.<sup>7</sup>

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<sup>6</sup>Sister M. Lauriana, Case Study, The Evaluation of First-year Teacher Graduates of Madonna College, AACTE Distinguished Achievement Award, 1966 (Livonia, Michigan: Madonna College, 1959).

<sup>7</sup>Marvin Taylor and Stanley Dropkin, Perceived Problems of Beginning Elementary School Teachers as Related to Student Teaching Placement and Job Location, Report of the Sixth Annual Convocation on Educational Research, October 18-19, 1965 (New York, N. Y.: The City University of New York, 1965).

Broadbent and Cruikshank studied the identification and analysis of problems of 163 first-year teachers. Replies showed that problems fell in six major categories, namely: 1) methods; 2) evaluation of students; 3) discipline; 4) parent relations; 5) routines and materials, and; 6) personal. The authors suggest that the lack of agreement in terminology among such studies makes comparisons difficult. A standardized instrument for following up recent education graduates is suggested. The notion is that if problems can be identified then specific preservice experiences may help to alter the number, intensity, or kind of problems for first-year teachers.<sup>8</sup>

Turner identified categories of school problems as he studied teacher characteristics and beginning teacher problems. Among his findings were: 1) teachers with subject matter problems did not differ significantly on any characteristics with those having no problems; 2) those with management problems had less favorable attitudes toward the school staff than those with no problems, and; 3) teachers with discipline problems differed significantly on six characteristics--warm and understanding, organized, business-like, attitude toward school staff, stimulating and imaginative, traditional versus permissive, and problem solving performance.<sup>9</sup>

Bledsoe and others compared selected characteristics and performance of provisionally and professionally certified beginning teachers in Georgia.

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<sup>8</sup>Frank W. Broadbent and Donald R. Cruikshank, The Identification and Analysis of Problems of First-year Teachers, A Report of the Sixth Annual Convocation on Educational Research, October 18-19, 1965 (New York, N. Y.: The City University of New York, 1965).

<sup>9</sup>Richard L. Turner, Beginning Teacher Characteristics and Beginning Teacher Problems--Some Predictive Relationships, A Report to the American Educational Research Conference, February, 1966 (Terra Haute, Ind.: Indiana University, 1966).

The main variables were found to be teacher sex, certification status, teaching field, and place of training. Professional teachers were rated by trained observers as more systematic-responsible, more skilled in the use of teaching media, more competent in non-specific teaching behavior, and generally more competent.<sup>10</sup>

A follow-up study by Hite found that reduced loads and in-service help for first-year teachers in an experimental group showed small positive gains in performance standards when compared to the control group.<sup>11</sup>

A Kettering Foundation-supported symposium of 1967 teacher graduates, recorded in their proceedings, stated,

If feedback from beginning teachers is a reliable source then it is very apparent that what is being done in the colleges of education has little relation to the on-the-job requirements of elementary teachers.<sup>12</sup>

The most frequently reported problem of first-year teachers is cited as discipline according to Dropkin and Taylor. They found, for example, that problems facing first-year teachers ranked in this order:<sup>13</sup>

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<sup>10</sup>Joseph Bledsoe, Johnny V. Cox, and Reba Burnham, Comparison Between Selected Characteristics and Performance of Provisionally and Professionally Certified Beginning Teachers in Georgia (Washington, D. C.: United States Department of Health, Education, and Welfare, Office of Education, Bureau of Research, 1967).

<sup>11</sup>Herbert Hite, Follow-Up Study: Long Term Effects of Modified Internship for Beginning Elementary Teachers (Seattle, Washington: School Information and Research Service, 1968).

<sup>12</sup>Kettering, Report on Training Teachers.

<sup>13</sup>Stanley Dropkin and Marvin Taylor, "Perceived Problems of Beginning Teachers and Related Factors," Journal of Teacher Education, No. 14 (December, 1963), 384-90.



1. Discipline
2. Relations with parents
3. Methods of teaching
4. Evaluation
5. Planning
6. Materials and resources
7. Classroom routines

Wey's study of the difficulties of first-year teachers found the following problems to be in rank order:<sup>14</sup>

1. Discipline
2. Adjusting to deficiencies in school equipment and materials
3. Adjusting to additional non-teaching responsibilities
4. Providing for individual differences
5. Motivation
6. Keeping records and reports
7. Methods of teaching
8. Relations with superordinates

Piper identified three problems of first-year teachers in her study:<sup>15</sup>

1. Diagnosis and remediation of learning difficulties
2. Discipline
3. Evaluation

Lambert, on the other hand, identified six other such problems. He reported them as:<sup>16</sup>

1. Keeping records and reports
2. Finding out about and using special services of the school
3. Understanding school goals
4. Planning for and working with exceptional children
5. Discipline
6. Understanding and using courses of study and curriculum guides

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<sup>14</sup>Herbert W. Wey, "Difficulties of Beginning Teachers," School Review, No. 59 (January, 1951), 32-37.

<sup>15</sup>Evelyn Piper, "An Evaluation of the Undergraduate Elementary Teacher Education Program at the University of Oregon, Based on the Opinions of Graduates" (unpublished doctoral dissertation, University of Oregon, 1960).

<sup>16</sup>Sam M. Lambert, "Beginning Teachers and their Education," Journal of Teacher Education, No. 8 (December, 1956), 347-481.

The most comprehensive study of beginning teachers was conducted and reported by the Research Division of the National Education Association in 1956. Based on a survey of 2,600 first-year teachers in urban systems in 1954-55, this survey reported that teachers declared their need for "much" or "some" help in nine general areas. In descending order, these needs were as follows:<sup>17</sup>

1. Keeping or preparing official records and reports
2. Understanding and using special school services
3. Understanding the goals of the school
4. Planning for and working with gifted and retarded children
5. Handling disciplinary problems
6. Understanding and using courses of study and curriculum guides
7. Making effective use of community resources
8. Developing better personal qualities
9. Getting acquainted with the community and its people

The United States Office of Education, in 1964, studied first-year teachers. Its report stated that the first year in an occupation is a period of "reality testing"--a time when the individual is discovering whether the occupation can provide the rewards and satisfactions he had anticipated. The report further stated that the situation in which the beginning teacher found himself and that his qualifications for teaching seemed to influence his attitude toward job satisfaction. That United States Office of Education study found that the majority of the beginning teachers did not expect to make teaching a life-long career.<sup>18</sup>

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<sup>17</sup>National Education Association, "First-year Teachers in 1954-55," National Education Association Research Bulletin, 34 (1956), pp. 1-7.

<sup>18</sup>United States Office of Education, The Beginning Teacher One Year Later, United States Department of Health, Education, and Welfare, Office of Education (Washington, D. C.: United States Government Printing Office, 1962).

Some other studies have been completed. However, the nature of those studies or their limitations offer little to the purpose of this investigation. Broadbent and Cruikshank seem to have captured the general nature of research in this area by their statement,

A review of related literature (relative to first-year teachers) reveals that although numerous follow-up studies are reported, most are simple surveys so limited in number of respondents involved or procedure followed that they offer little guidance or assurance.<sup>19</sup>

A review of the available literature seems to indicate that this investigation is not comparable or similar to any study heretofore undertaken even though first-year teachers have been the subject of various studies, as has been shown.

A number of features of this study contribute to its uniqueness.

Among these features are:

1. Teacher respondents are Lutheran school teachers in their first year of teaching.
2. All of the teacher respondents were graduated from Concordia Teachers College, River Forest, Illinois.
3. Supervisor respondents are usually building principals, pastors, or both.
4. Data collected represents an unbiased sampling. That is, all the first-year teachers in the academic years chosen, were invited to respond.
5. The investigation is national in character. The invitation to respond was made without regard to geographical location.
6. First-year teacher data is utilized from a five-year period, from 1965 through 1970.
7. The total number of cases of matched responses is approximately 660.
8. The study takes on a practical dimension. The outcomes may be helpful to the college in determining curriculum revision. Further, it is hoped that this study will form the base and impetus for a continued study of first-year teachers as well as a longitudinal study of teachers in service.

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<sup>19</sup>Broadbent and Cruikshank, Problems of First-year Teachers.

## CHAPTER III

### THE COLLEGE: CONCORDIA TEACHERS COLLEGE

The subjects of this study--first-year teachers--have all been graduated from Concordia Teachers College, River Forest, Illinois. Because graduation from Concordia is a common factor of the first-year teachers' backgrounds, a brief overview of the history and nature of the college seems appropriate. An understanding of the college may provide a meaningful context within which to more fully comprehend the results of the data and the conclusions.

#### History

"Concordia Teachers College was founded in 1864 at Addison, Illinois, by the Lutheran Church-Missouri Synod. In 1913 the college was moved to River Forest, Illinois. In 1939 Concordia became a four-year college. It offers the B.A. degree and the M.A. in Education degree."<sup>1</sup>

The Master of Music degree was approved in 1970 and began in the summer session of 1971. The emphasis in the M.Mus. degree is on church music.

#### Control

"Concordia Teachers College is owned and supported by the Lutheran Church-Missouri Synod. The synod in convention elects a nine-member Board of Control and vests in it the responsibility for the operation and control

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<sup>1</sup>Undergraduate Bulletin, 1970-71 (River Forest, Illinois: Concordia Teachers College, 1970), p. 10.

of the institution. The president of the college serves as executive officer of the Board.

"The president of the synod appoints a Board for Higher Education whose function it is to articulate and implement the training of professional personnel. This board functions through its executive secretary as liaison between the parent body and the Board of Control of the college."<sup>2</sup>

#### Purpose

"The primary task of Concordia Teachers College is to prepare professional personnel for the elementary and secondary schools supported by congregations or associations of congregations of the sponsoring body, The Lutheran Church-Missouri Synod.

"The college welcomes applications from students whose personal and professional interests lie in areas other than service to educational agencies maintained by congregations of the sponsoring body."<sup>3</sup>

Students from the community have taken advantage of the course offerings at Concordia to attain certification for teaching. Others have taken courses in the graduate program as candidates or special students.

#### Accreditation

"Concordia Teachers College is accredited by the North Central Association of College and Secondary Schools as a bachelor's and master's degree-granating institution at the elementary and secondary levels. The elementary and secondary bachelor's degrees are also accredited by the National Council for the Accreditation of Teacher Education.

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<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

"The Illinois State Teachers Certification Board has also approved the undergraduate and graduate programs.....designed to help meet the requirements for elementary, high school, and special certificates in the State of Illinois.

"The college is a member of the American Association of Colleges for Teacher Education.

"The college is in membership with a consortium of eighteen colleges for the purpose of enriching the natural science program through the cooperative use of Argonne National Laboratory."<sup>4</sup>

"The college also holds membership in a Chicago Consortium involving six colleges and universities. The Chicago consortium conducts various programs of teacher education in the inner city."<sup>5</sup> Loyola University is a member of this consortium.

### Facilities

Concordia is located in the Chicago suburb of River Forest. The River Forest campus consists of forty acres with the following facilities: six instructional units, six resident halls, four student residences, two student dining halls, health service center, two gymnasiums, a swimming pool, and a central service and heating plant. The library houses more than 100,000 books and periodicals. It seats 240 students in large reading rooms and study carrels.

Since the college is located in the greater metropolitan area of Chicago, many educational and cultural advantages are available to the students

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<sup>4</sup>Ibid., pp. 10-11.

<sup>5</sup>Ibid., p. 11.

and the instructional program. Numerous resources provide opportunities for study, research, and intellectual stimulation. The varied church activities and extensive programs of Christian education in the area offer a practical laboratory for the study of school and parish life.<sup>6</sup>

### Placement

Concordia Teachers College maintains a placement service as an integral part of its program. A synodical Board of Assignments determines where the graduates are to serve. The Director of Placement at Concordia advises the Board of Assignments and supplies information about the graduates. The Board of Assignments consists of the synodical district presidents, known also as the Council of Presidents.

The first placement of a graduate may either be temporary or permanent. Thereafter the graduate is considered as a teacher in service.

Each student remains under the jurisdiction of the college until he graduates and accepts his first assignment. Graduates who have been deferred from placement to pursue graduate study also remain under the jurisdiction of the college until they have received and accepted their first assignment. All graduates enter the teaching service through the Placement Office. All teaching assignments are approved and authorized by the Director of Placement.<sup>7</sup>

### The Curriculum

"From a basic curriculum, Concordia Teachers College offers these three

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<sup>6</sup>Ibid., p. 11.

<sup>7</sup>Ibid., p. 12.

programs: elementary school, secondary, and director of Christian education. The first two years are devoted to general education to prepare the student for the more specific professional education program. Specialization usually begins in the third year. The Bachelor of Arts degree is granted at graduation.

"To fulfill its purpose and to unify and integrate the various studies into a coherent curriculum, the college has organized the courses into the following fields of instruction:

Art	Music
Education	Physical Education
English	Psychology
Foreign Language	Natural Science
Geography-Political Science	Sociology
History-Political Science	Speech and Drama
Mathematics	Theology

"September to June is divided into three quarters of approximately three months each. The summer quarters makes it possible for a student to earn an additional sixteen quarter hours credit."<sup>8</sup>

#### Guidance Program

"The President serves as spiritual advisor to the entire student body. Each faculty member is also conscious of his responsibility toward the Christian training and development of the student and offers personal and academic counsel. The student personnel deans, the Registrar, and the residence counselors also offer similar assistance. The Testing Director supervises programs of group and individual testing. Vocational and professional guidance is also available from the directors of Student Teaching,

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<sup>8</sup>Ibid., p. 13.



Placement, and Internship. Student personnel services are available through the Schmieding Center, an open-access counseling center designed to help students to become more effective teachers."<sup>9</sup>

### Co-curricular Opportunities

Concordia offers the typical opportunities to students in student government, co-curricular, and intercollegiate sports. Since most students live on campus, an extensive program of study and recreation is encouraged. It further helps in carrying out the development of character and personality under the influence of an atmosphere governed by Christian principles.

The co-curricular activities of the college are under the direction of the academic divisions which sponsor them, coordinated through faculty adviser and student officers. Programs of special interest and numerous activities of clubs and organizations serve to enrich the possibilities for leadership and the development of a social outlook, besides giving color and interest to student life.

"A full range of co-curricular offerings is available, including musical organizations, publications, intramural athletics for men and women, and a wide variety of special interest clubs."<sup>10</sup>

### Intercollegiate Sports

"Concordia conducts a broad athletic program. Men's teams compete in football, cross country, basketball, baseball, track and field, tennis, and wrestling. Women's competitive sports include field hockey, volleyball,

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<sup>9</sup>Ibid., p. 17.

<sup>10</sup>Ibid., p. 19.

basketball, softball, badminton, and tennis.

"The college holds membership in the National Collegiate Athletic Association."<sup>11</sup>

### Financial Aids

"Since the Lutheran Church-Missouri Synod maintains Concordia Teachers College for the purpose of preparing teachers for its parish schools, it gives in effect a scholarship in the amount of \$1100 to each Lutheran teacher-training student in the form of reduced tuition costs.

"Financial assistance from the college is in the form of scholarships, educational grants, loans, and part-time employment. In many instances, a combination of two or more of these forms of aid will be offered to the student."<sup>12</sup>

### Correspondence Study

Concordia Teachers College offers a number of courses through correspondence study. Students may avail themselves of this form of study to complement regular attendance study, to add credits to their transcripts, or to make up deficiencies. Correspondence study is not available to students who are in regular attendance and carrying a full load.<sup>13</sup>

### Entrance Requirements

High school graduates may be accepted at Concordia Teachers College

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<sup>11</sup>Ibid., p. 19.

<sup>12</sup>Ibid., pp. 23-25.

<sup>13</sup>Ibid., pp. 28-29.

according to an established criteria. High school graduates must be recommended for admission to college by the faculty of the high school from which they graduate. They must have a minimum GPA of 2.00 or "C." All applicants are to have completed the battery of American College Testing Program (ACT) Tests prior to entrance.

The applicant must present a minimum of 15 units of credit, exclusive of credit for physical education, distributed as follows:

English: 3 units minimum; 4 units preferred.

Social Studies: 1 unit minimum; 2 units preferred.

Mathematics: 1 unit of algebra required; an additional unit of geometry is recommended.

Science: 1 unit required; an additional unit is recommended.

Foreign Language: 0 units required; 2 units recommended.

Music: 0 units required; ability to play Grade IV music is desirable.

A total of 11 units must be presented in the fields of English, social studies, mathematics, science, and foreign language. Students may establish credit in some areas in which they lack formal high school credit by special examination before they are admitted.

Students who wish to transfer to Concordia normally may do so within the first two and a half years of their college program with little, if any, loss of credit or time.<sup>14</sup>

#### Student Teaching

"Student teaching is a program of professional experience designed to involve the future teacher in the process of learning, living, and teaching

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<sup>14</sup>Ibid., p. 35.

in the Lutheran elementary or secondary schools. This laboratory situation allows for participation and acquaintance with the extracurricular program of the school and the parish activities of the congregation."<sup>15</sup>

### Internship

"Concordia offers a program of internship teaching which is available to men and women who choose to gain a year of practical experience prior to graduation. In order to qualify for the year of internship the student is required to be in good academic standing and have the approval of the faculty. A variety of parish experiences is available for prospective interns."<sup>16</sup>

### The Elementary Education Program of Studies

The curriculum provides the student with a broad training in general education, with opportunities for specialization, and with an integrated program in professional education. Table 1 shows, in outline form, the program of studies leading to the Bachelor of Arts degree in elementary education.

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<sup>15</sup>Ibid., p. 38.

<sup>16</sup>Ibid., p. 39.

TABLE 1.--ELEMENTARY EDUCATION PROGRAM OF STUDIES AT CONCORDIA TEACHERS COLLEGE, RIVER FOREST, ILLINOIS\*

Department	Area	Quarter Hours
Art.....	Drawing and Painting.....	4
	Art Methods	2
Education.....	Principles of Education.....	4
	Curriculum A & B	6
	Elementary Student Teaching	10
English.....	Composition and Literature.....	16
Foreign Language.....	Foreign Language.....	8-12
Geography and Earth Science.....	Geography.....	4
	Earth Science	4
History and Political Science.....	History (Western and American).....	8
	Government	4
Mathematics.....	Mathematics.....	4
	Mathematics Methods	4
Music.....	Theory and Literature.....	8
	Liturgics	2
	Music Methods	2
Physical Education.....	Service Courses.....	6
	Physical Education Methods	2
Psychology.....	General and Educ. Psychology.....	8
Natural Science.....	Physics and Chemistry.....	8
	Biology	8
Sociology.....	Sociology or Economics.....	4
Speech and Drama.....	Essentials.....	4
Theology.....	Bible and Doctrine.....	16
	Church History and Ethics	8
Sequence.....	Professional or Academic.....	24
Free Electives.....	If 8 hrs. of Foreign Language required.....	20
	If 12 hrs. of Foreign Language required	16
Total		198

\*Source: Undergraduate Bulletin, 1970-71 (River Forest, Illinois: Concordia Teachers College, 1970), p. 42.

TABLE 2.--ENROLLMENT AT CONCORDIA TEACHERS COLLEGE, RIVER FOREST, ILLINOIS FOR THE ACADEMIC YEARS 1965-66 THROUGH 1969-70\*

1965-66	Men 509	Total 1224
	Women 715	
1966-67	Men 536	Total 1285
	Women 749	
1967-68	Men 543	Total 1395
	Women 852	
1968-69	Men 550	Total 1358
	Women 807	
1969-70	Men 518	Total 1311
	Women 793	

\*Statistics secured from the Registrar, Concordia Teachers College, River Forest, Illinois. The enrollment for the five years covered by this study is shown in this table.

The national and international character of the enrollment at Concordia Teachers College is shown, by the most recent statistics, in Table 3.

TABLE 3.--THE GEOGRAPHICAL ENROLLMENT AT CONCORDIA TEACHERS COLLEGE, RIVER FOREST, ILLINOIS FOR THE ACADEMIC YEAR, 1970-71.\*

State	Men	Women	Total	State	Men	Women	Total
Alabama	4	1	5	Nevada	0	0	0
Alaska	0	0	0	New Hampshire	0	1	1
Arizona	0	1	1	New Jersey	2	5	7
Arkansas	0	1	1	New Mexico	1	1	2
California	26	35	61	New York	28	45	73
Colorado	3	1	4	N. Carolina	1	1	2
Connecticut	1	4	5	N. Dakota	0	0	0
Delaware	0	0	0	Ohio	23	35	58
Dist. of Col.	0	0	0	Oklahoma	0	2	2
Florida	7	18	25	Oregon	0	2	2
Georgia	0	1	1	Pennsylvania	2	9	11
Hawaii	1	0	1	Rhode Island	0	1	1
Idaho	1	3	4	S. Carolina	0	0	0
Illinois	175	278	453	S. Dakota	0	0	0
Indiana	35	67	102	Tennessee	1	4	5
Iowa	1	13	14	Texas	7	18	25
Kansas	3	0	3	Utah	0	1	1
Kentucky	0	0	0	Vermont	0	0	0
Louisiana	0	3	3	Virginia	0	3	3
Maine	0	0	0	Washington	2	7	9
Maryland	6	11	17	W. Virginia	0	0	0
Massachusetts	2	3	5	Wisconsin	54	73	127
Michigan	57	63	120	Wyoming	0	0	0
Minnesota	6	13	19	Canada	2	3	5
Mississippi	0	0	0	Japan	2	0	2
Missouri	22	38	60	Hong Kong	1	0	1
Montana	0	3	3	Spain	1	0	1
Nebraska	0	0	0	Brazil	2	0	2

\*Statistics secured from the Registrar, Concordia Teachers College, River Forest, Illinois.

Placement: 1965-66 through 1969-70

In early May of 1970, an extensive fire gutted a portion of the administration building. The complex of offices occupied by the Registrar and the Dean of Students and their staffs were totally destroyed. The fire destroyed many records in both offices except personal academic master folders of students that were stored in a fireproof vault. Because of the loss of certain records, it is not possible to give detailed statistics of placements from 1965-66 through 1968-69. A copy of more detailed placement information for 1969-70 was found in the Education Department office. Placement figures for 1965-66 through 1968-69 are shown in Table 4.

TABLE 4.--PLACEMENT STATISTICS FOR CONCORDIA TEACHERS COLLEGE,  
RIVER FOREST, ILLINOIS FOR THE YEARS FROM  
1965-66 THROUGH 1968-69\*

Year	Men	Women	Total
1965-66	121	183	304
1966-67	106	193	299
1967-68	148	255	403
1968-69	185	242	427

\*Statistics secured from the offices of the Registrar, Dean of Students, and Placement Director, Concordia Teachers College, River Forest, Illinois.



Though this study is limited to first-year teachers in elementary schools of the Lutheran Church-Missouri Synod, Table 5 shows more breadth of placement of Concordia graduates for the 1969-70 academic year.

TABLE 5.--PLACEMENT STATISTICS FOR CONCORDIA TEACHERS COLLEGE,  
RIVER FOREST, ILLINOIS FOR 1969-70\*

Placement	Men	Women	Total
Elementary Schools	118	184	302
Community High Schools	27	8	35
Synodical Colleges	4	0	4
Synodical High Schools	2	1	3
Foreign Missions	6	5	11
Director of Christian Educ.	7	1	8
PBI	1	0	1
Other Synods (elementary)	2	1	3
Totals	167	207	374

\*Statistics secured from the Director of Placement, Concordia Teachers College, River Forest, Illinois.

This chapter has reviewed the history, purpose, facilities, academic program, guidance program, co-curricular program, enrollment, and placement program of Concordia Teachers College, River Forest, Illinois, relevant to this study.

The intent of this review is to provide the reader with an understanding of the uniqueness of the college so that the interpretation of data can be made within such a framework.

## CHAPTER IV

### THE THEORETICAL FRAMEWORK

The theoretical framework for this study was established by developing positive statements of anticipation concerning first-year Lutheran school teacher self-evaluations and their relationships to supervisory ratings.

The nature and content of the statements were derived from portions of two questionnaires mailed to first-year teachers and their supervisors in each of five years, 1965-66 through 1969-70. These questionnaires were distributed and received by the Director of Placement.

The statements were critiqued by three experts in Lutheran education--all faculty members at Concordia Teachers College, River Forest, Illinois.

The experts are:

1. Waldemar W. Affeldt, Ph.D., Director of Placement
2. Carl L. Waldschmidt, Ph.D., Academic Dean
3. Leslie R. Zeddies, Ph.D., Professor of Music Education

The criteria for the selection of the experts were:

1. Attainment of the Ph.D.
2. Attainment of the rank of full professor
3. 25 years of experience in Lutheran education
4. 10 years of experience in Lutheran teacher education

Each expert was given an overview of the purpose and design of the study and was asked if he considered the statements as reasonable expectations. Since this was done in personal consultation in each case, opportunities for clarification and refinement of the statements were an advantage.

The statements of anticipation presented to the experts were judged by them to be reasonable statements. In some instances, wording was edited to clarify intent. Since a null hypothesis was also developed by the time of the meetings with the experts, it was presented for critique. The hypothesis was judged to be desirable and testable.

The experts were free and open with their encouragement for the researcher to fulfill the intent of the study. Each stated the inherent value of the study for Concordia Teachers College in its effort to prepare worthy teachers for the schools.

#### Statements of Anticipation

1. The first-year Lutheran teacher who evaluates himself as adjusting to his school is one who is rated by his supervisor as average (or above) in:
  - a) personal qualifications
  - b) commitment
  - c) professional qualifications
  - d) teaching competence
  - e) classroom management
2. The first-year Lutheran teacher who uses his own ideas and plans in teaching is one who is rated by his supervisor as average (or above) in:
  - a) personal qualifications
  - b) commitment
  - c) professional qualifications
  - d) teaching competence
  - e) classroom management
3. The first-year Lutheran teacher who evaluates the progress of his students as satisfactory is one who is rated by his supervisor as average (or above) in:
  - a) personal qualifications
  - b) commitment
  - c) professional qualifications
  - d) teaching competence
  - e) classroom management

4. The first-year Lutheran teacher who evaluates himself as growing in his ability to handle the problems of his work is one who is rated by his supervisor as average (or above) in:

- a) personal qualifications
- b) commitment
- c) professional qualifications
- d) teaching competence
- e) classroom management

5. The first-year Lutheran teacher who feels that he has been well-prepared for his work is one who is rated by his supervisor as average (or above) in:

- a) personal qualifications
- b) commitment
- c) professional qualifications
- d) teaching competence
- e) classroom management

6. The first-year Lutheran teacher who evaluates himself as having received all the help he needed at his school is one who is rated by his supervisor as average (or above) in:

- a) personal qualifications
- b) commitment
- c) professional qualifications
- d) teaching competence
- e) classroom management

7. The first-year Lutheran teacher who evaluates himself as having had little difficulty in setting up a routine organization for his work is one who is rated by his supervisor as average (or above) in:

- a) personal qualifications
- b) commitment
- c) professional qualifications
- d) teaching competence
- e) classroom management

8. The first-year Lutheran teacher who feels that he did not have difficulty with class control is one that is rated by his supervisor as average (or above) in:

- a) personal qualifications
- b) commitment
- c) professional qualifications
- d) teaching competence
- e) classroom management

9. The first-year Lutheran teacher who feels that his initial assignment is compatible with his abilities and preferences is one who is rated by his supervisor as average (or above) in:

- a) personal qualifications
- b) commitment
- c) professional qualifications
- d) teaching competence
- e) classroom management

10. The first-year Lutheran teacher who evaluates himself as liking his work is one who is rated by his supervisor as average (or above) in:

- a) personal qualifications
- b) commitment
- c) professional qualifications
- d) teaching competence
- e) classroom management

11. The first-year Lutheran teacher is retained a second year when he is rated by his supervisor as average (or above) in:

- a) personal qualifications
- b) commitment
- c) professional qualifications
- d) teaching competence
- e) classroom management

### The Hypothesis

Considering the two sources of data and the nature of the data, a singular hypothesis for this study was developed and stated in null form, as follows:

The first-year Lutheran school teacher's self-evaluation of factors of his teaching situation have no relationship to ratings by his supervisor.

### Determining Factors

On the basis of data secured from the questionnaires and judgments of the experts secured from the statements of anticipation, determining factors were isolated. Factors to be determined in considering the self evaluation by first-year teachers include:

- 1. Adjustment to the school organization and point of view
- 2. Using his own ideas and plans for teaching
- 3. Satisfaction with the progress being made by his students
- 4. Growing in the ability to handle problems of his work

5. Preparedness for his work
6. Difficulty in routine organization
7. Remaining in his present position
8. Having received all the help he needed
9. Difficulty with class control
10. Compatibility of assignment
11. Liking his work at his present location

Factors determining the evaluation of the supervisor include:

1. Personal qualifications
2. Commitment
3. Professional qualifications
4. Teaching competence
5. Classroom management

The questionnaire required the first-year teachers to judge their determining factors according to a "Yes-No" response. However, a number definitely indicated a "Doubtful" response and such a notation is taken into consideration in this study.

This allows for three categories of first-year teacher responses. A "Yes" response is considered to be so if it ranges from a perfect 1.00-1.66. A "Doubtful" response is considered to be so if it ranges from 1.67-2.33. A "No" response is considered to be so if it ranges from 2.34-3.00. This theoretical placement of responses according to ranges is helpful in order to deal with the data statistically. The first-year teacher responses are divided into three categories, as follows:

Yes	Doubtful	No
1.00-1.66	1.67-2.33	2.34-3.00

Each classification of the supervisor's rating is divided into five categories, as follows: inadequate; below average; average; above average, and; superior.

## Statistical Procedure

In order to make an ultimate judgment concerning the null hypothesis, it is necessary to develop a procedure for treating the data in such a way that it will contribute toward reasonable decisions. Aspects of this procedure will involve the presentation of totals of a number of items of concern to the problem. Other aspects will involve the statistical manipulation of numbers derived from the findings. An explanation of each of these aspects follows.

The total population will be determined. Further, the population will be presented in such a way as to show: 1) representation by sex; 2) total elementary teachers; 3) representation by state in the United States of America, and; 4) representation by each of the five years of sampling.

The total number of supervisors making reports will be determined. Totals will be presented in such a way as to show: the position or role of the reporting supervisor, and; representation for each of the five years of sampling.

Tables will be utilized to present the above information wherever appropriate.

It should be pointed out that the raw data was coded in a manner useable in Fortran computer processing. Raw data was recorded onto Fortran coding forms. This data was then keypunched and verified in preparation for computer processing. A program was written to retrieve the information discussed in this part of the paper. Further, the program included the appropriate elements for computing the statistical requirements as set down by the author. It is from the data received from the printouts of the

computer that the presentation and analysis of the data is formulated later.

There are five factors determining the evaluation of the supervisor and eleven factors determining the self-evaluation of the first-year teacher. It was determined that it is desirable to know the measure of independence for each of these factors. In order to determine the independence of each of the supervisory factors, it was necessary to follow this procedure:

1. Determine the Pearson Product-moment coefficient of correlations among the five supervisory factors.
2. Perform the Fischer z-transformations to determine values of the Pearson Product-moment correlation coefficient significant at the .01 level of confidence for the various numerical populations involved in this study.
3. Compare the Pearson Product-moment coefficient of correlation for each pair of supervisory factors with the Pearson Product-moment coefficient of correlations previously determined as significant by means of the Fischer z-transformation.
4. A pair of factors is independent if the Pearson Product-moment coefficient of correlation is not significant at the .01 level of confidence.

In order to determine the independence of each of the first-year teacher factors this same procedure was followed.

According to the rating schedule used for the supervisors, the average score is three. To establish the real mean for the scores as they appeared, a calculation of the mean was made. The standard deviation of these factors was also calculated. The mean and standard deviation was calculated for the supervisory factors for each year and for the total of all five years.

The most important statistical computation for the purpose of this study is the correlation of the supervisory factors with the first-year teacher factors. In order to perform this function, it was necessary to follow this procedure:

1. Determine the Pearson Product-moment correlations between the



supervisory factors and the first-year teacher factors. The Pearson Product-moment correlations were also determined between the mean supervisory and mean first-year teacher factors.

2. Perform a Fischer z-transformation on the Pearson Product-moment correlations.
3. Determine the significance level from the normal distribution.
4. The correlation of factors is significant at the .01 level. The correlation is not significant if not at the .01 level of confidence.

The Pearson Product-moment coefficient is the standard of index of the amount of correlation between two variables and its use is preferred whenever possible or convenient.<sup>1</sup>

It is for this reason that the decision to use the Pearson Product-moment coefficient for determining correlations was selected.

The questionnaires were tested for reliability using the Hoyt analysis of variance procedure detailed in Thorndike's volume.<sup>2</sup> This procedure represents a statistical method of developing an index of reliability or index of consistency for the two questionnaires. The results of using Hoyt's formula for the determination of coefficients of reliability correlation are presented in Appendix F.

An analysis of the data received from the printouts, as computed according to the procedure described in this chapter, should assist the author in making decisions that will reject or accept the null hypothesis: the first-year Lutheran school teacher's self-evaluation of factors of his teaching situation has no relationship to ratings by his supervisor.

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<sup>1</sup>Joy P. Guilford, Fundamental Statistics in Psychology and Education, Fourth Edition (New York: McGraw-Hill Book Company, 1965), p. 304.

<sup>2</sup>Robert L. Thorndike, Personnel Selection: Test and Measurement Techniques (New York: John Wiley and Sons, Inc., 1949), pp. 93-96.

## CHAPTER V.

### THE QUESTIONNAIRES

Questionnaires were prepared for the purpose of securing data relative to first-year teachers' self-evaluation and the evaluation of their supervisors. Such documents have been used through the five-year period of this investigation; the questionnaires are included in Appendix A.

The intent of the questionnaires are explained in cover letters explaining the two documents (see Appendix A). It was to collect data that would assist the director of placement in his work. To accomplish this original intent, a number of items are included in the two questionnaires that relate directly to the placement function. Those items that contribute directly to the purpose of this study are used for data-gathering.

Of particular interest to this investigator were the supervisor's evaluative responses of the first-year teachers to the following factors: 1) personal qualifications; 2) commitment; 3) professional qualifications; 4) teaching competence, and; 5) classroom management. The source of this data is found in the questionnaire addressed to the supervisors.

Also of particular interest were the factors considered in the self-evaluation by the first-year teachers, namely: 1) adjustment to the school organization and point of view; 2) using his own ideas and plans for teaching; 3) satisfaction with progress being made by his students; 4) growing in his ability to handle problems of his work; 5) preparedness for his work; 6) his

difficulty in routine organization; 7) remaining in his present location; 8) receiving all the help he needed; 9) difficulty with class control; 10) compatibility of assignment, and; 11) liking the work at his present assignment. The source for this data is found in the questionnaire addressed to first-year teachers.

A theoretical framework was developed by the investigator on the basis of these two sets of factors. This theoretical framework is discussed in detail in Chapter IV.

### Definitions

At this point it is appropriate to deal with definitions of the factors to be considered. The definitions of the factors evaluated by the supervisors are clarified by the questionnaire which was addressed to them. The definitions of these factors are described here.

Personal qualifications.--Personal qualifications referred to such factors as appearance, voice, speech, friendliness, patience, enthusiasm, tactfulness, and consideration.

Commitment.--This factor was equated by the director of placement, who devised the questionnaire, with Christian teacher evidence. Commitment referred to such factors as seeing the pupils as children of God, setting a fine Christian example, and permeating his instruction with Christianity.

Professional qualifications.--Professional qualifications referred to such factors as professional interest, subject matter background, striving for improvement, the understanding of children, and actual instruction.

Teaching competence.--Teaching competence referred to such factors as

knowledge of subject matter, use of instructional materials, planning, motivating, evaluating, and enriching instruction.

Classroom management.--Classroom management referred to such factors as care of the classroom, routine, developing a climate conducive to learning, and effective classroom control.

Since these terms and their clarification were used on the questionnaire, the author must use them as stated in this report and in the interpretation of results later.

Definitions of the factors to be determined in considering the self-evaluations of the first-year teachers are not clearly delineated. Since they are stated in sentence form, as questions, the intent of each statement can somewhat be understood contextually. For the purpose of this study, the author will arrive at a definition by utilizing the context of the statement as clarified through Webster's New Collegiate Dictionary.

Have you been able to adjust to the school organization and point of view?--The emphasis on this definition is on adjustment. The first-year teacher will become a participating professional member of an established school organization based upon some written or unwritten philosophy. To adjust would suggest that the first-year teacher would be relatively free from differences or discrepancies with school authorities, at least in a satisfactory state as perceived by the first-year teacher. The teacher would have, or be developing, a feeling of proper relationship to the total school setting.

Have you been able to use your own ideas and plans for your teaching?--This statement suggests that the teacher may be working with a supervisor

who functions with some measure of curricular or instructional control over the ideas and plans that are used in daily classroom instruction. The suggestion is that it is desirable for a teacher to have the freedom to use his own ideas and plans in teaching even though he is required to fulfill a comprehensive or agreed-upon curriculum or course of study for a given time period, such as a year. Suggestions by the supervisor or assistance in planning would not, per se, negate the teacher's ability to employ his own ideas or plans. However, supervisory control over the very ideas and plans used in daily instruction is considered restrictive and beyond reasonable supervisory performance.

Are you satisfied with the progress being made by your pupils?--This question could be ambiguous because the nature of the progress and the degree of satisfaction are not specified. However, the term "satisfied" suggests a certain gratification achieved by the teacher. Such gratification could be dependent upon a variety of variables in the teacher's cognitive framework and also upon a variety of variables in his affective framework; though such a complexity is beyond the scope of this study, it is reasonable to assume that, within a relatively common range, first-year teachers should be capable of discerning a degree of satisfaction in the progress of their pupils.

The second part of this question refers to "progress being made by your pupils." "Progress" refers to a moving forward and to the development of a higher state. Though a teacher may well consider the affective domain in his response, it is arbitrarily assumed that the question will be understood as academic progress as may be evaluated by the standardized achievement test or by teacher-made tests and in contrast to where the pupils are

at the end of the schoolyear to where they were (academically, at least) at the beginning of the schoolyear.

Do you feel that you are growing in your ability to handle the problems of your work?--This question rightly assumes that the teacher will be confronted with problems in his work. The function of a teacher requires considerable problem-solving of varying types. The ability to handle a myriad of problems is a key concept of this question. As the teacher moves into his work, he should be able to assess his ability in handling his problems. Often there is no objective or definitive way of quantifying improved ability; therefore, the question asks the teacher, "do you feel?" This gives the first-year teacher an opportunity to express an inward affective opinion. The matter of "problems" is open ended, as it should be, because the specification of the problems would be difficult for such a broad population. The matter of handling the problems is, likewise, not specified. There are no discreet "only" or "best" ways of handling the kinds of problems that confront a teacher because situations are seldom, if ever, identical.

The generalized concept promoted by this statement is that it is assumed that it is desirable for a teacher to be growing in his ability to handle the problems of his work.

Do you feel that you were well-prepared for your work?--This statement attempts to determine the first-year teacher's fitness, adaptness, or qualities developed beforehand through his program of teacher education. The first-year teacher is making a judgment about his preparedness as a teacher. More specifically, he is making a judgment about how he feels his undergraduate preparation at Concordia Teachers College prepared him for the

job-assignment in which he is now functioning. There are many variables that may influence the contextual framework in which the first-year teacher may be making his judgment, but in general, he is able to express his attitude about his teacher preparation in relation to what he is doing and what is expected from him.

It is arbitrarily assumed that it is desirable that his undergraduate teacher preparation will have adequately equipped him to perform his task satisfactorily.

Have you had any difficulty in setting up a routine organization for your work?--This question suggests the notion that a teacher ought to arrange or constitute in interdependent parts, aspects of his work--particularly classroom instruction--that will have a contributing function with respect to the total school program. Further, such organization will have become somewhat of a regular course of duties for the teacher. The organization will have become a regular procedure, one that facilitates the instructional process.

Are you remaining in your present position?--This question is likely the most direct and quantifiable of the questions found on the questionnaire for the first-year teacher. Since this questionnaire reached the teacher in May of the school year, the teacher may well have been asked not to return. Another alternative is that the teacher is still doubtful about whether or not he is returning.

It is arbitrarily assumed that it is desirable for teachers to remain in their assigned teaching positions a second year for stability and continuity purposes.

Have you been given all of the help you need?--"Help" is considered as aid or assistance in the performance of his work. "Need" is a subjective judgment because it may vary with each respondee. However, the definition of this statement can be illusive because of the term "all" which refers to the amount, extent, quantity, duration, quality, or degree of help needed by a teacher. It would appear that the degree of help needed is a subjective judgment on the part of the first-year teacher.

It is assumed that it is desirable for the first-year teacher to receive all the help he needs to make a satisfactory adjustment to his school situation. But the question may have implications for the supervisor depending upon how well or how capable he is at giving the kinds of help that are needed by the teacher.

Have you had serious difficulty with class control?--The main concept of this question, for definition purposes, is the term "class control." The Dictionary of Education equates class control with discipline. An amended definition from the Dictionary of Education for "school discipline" is adequate to understand the concept of class control for this item. "Class control" is the characteristic degree and kind of orderliness in a given classroom or the means by which that order is obtained. Further, it may include the maintenance of conditions conducive to the efficient achievement of the class's functions.

"Difficulty" is less of a problem for the first-year teacher and may be understood as a frustration of one's efforts through reluctance, resistance, apathetic behavior, or overt reactions that are disruptive.

The question of what constitutes a "serious" difficulty leaves the



item open to individual interpretation. Therefore, a measure of subjectivity is likely to influence the response of each first-year teacher.

Do you feel that your assignment was compatible with your abilities and preferences?--The intent of this item is clear but is also subject to individual responses that might include factors that are alluded to in other questions. An analysis of the independence of this question should shed some light upon this matter.

Prior to placement, each student fills out a "Placement Form" on which he is asked to record his geographical area of preference and his grade level preference. Because of the differing demands that are placed upon the Board of Assignments each year by the parish school requests, all graduates do not necessarily receive assignments that fulfill their preference in all ways. This item, therefore, gives the first-year student an opportunity to respond to his assignment in relation to his prior preferences. Further, it may give the Placement Director information that may help him in his subsequent placement work.

Do you like your work at your present assignment?--The term "like" refers to a degree of suitableness, pleasantness, and agreeableness for the first-year teacher as he functions in his school setting. This appears as a generalized item, allowing for an over-all reaction of the person to his total assignment. Determining the independence of this item in relation to the other questions may give some insight into the degree of significance it holds toward supporting or rejecting the null hypothesis.

Some additional definitions will be helpful for clarification and interpretation purposes. These will also be helpful to the reader in

understanding the uniqueness of this study as well as the peculiarity of the placement procedures of the Lutheran Church-Missouri Synod. The reader is also referred to Chapter III, "The College: Concordia Teachers College." Some additional definitions follow.

First-year teacher.--A first-year teacher is any graduate of Concordia Teachers College, River Forest, Illinois, who is in his first full year of teaching. He is a person employed in an official capacity for the purpose of guiding and directing the learning experiences of students in an educational institution.

A Lutheran school.--A Lutheran elementary and secondary school is an educational agency that promotes the Christian nurture of the child. A Lutheran school is one that is organized, supported, and controlled by a parish, group of parishes, or association of Lutheran congregations designed to fulfill the God-ordained purposes of Christian teaching and nurture.<sup>1</sup> The latter description will be considered for the purpose of this study.

The parish or parishes are recognized members of the Lutheran Church-Missouri Synod. Many aspects of the Lutheran school appear similar to the public (state) schools, but the purposes of such schools are theologically oriented.<sup>2</sup>

Board of Assignments.--The Board of Assignments is a Synodical committee comprised of the District Presidents, the President, and the Vice-Presidents

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<sup>1</sup>Victor C. Krause, ed., Lutheran Elementary Schools in Action (St. Louis, Mo.: Concordia Publishing House, 1963), p. 8.

<sup>2</sup>Ibid., pp. 8-12.

of the Lutheran Church-Missouri Synod. Advisory members are made up of each Synodical terminal college that has graduates to be placed.<sup>3</sup>

The Supervisor.--Ordinarily, the supervisor of the first-year teacher will be the building principal. Sometimes, however, the parish pastor is the supervisor because of local arrangements, a principal vacancy, local board of education policy, or because the principal is also a full time teacher and is not able to supervise the teacher to the extent necessary or desired. In some instances some other individual may be assigned the responsibility of supervision. In still other instances, the supervisor's form is made out by both the principal and the pastor in consultation with one another.

The aforementioned definitions and descriptions form the basis of the content for this study. They are not definitive in every respect nor can they be for the purpose of this study due to the original intent for which the questionnaires were developed. In fact, as the literature suggests, there is no commonality of language in the research on first-year teachers. Areas that constitute problems and concern for researchers do not, at this point, have a common terminology. Therefore, definitions used in this study are limited to this study. This is so because of the nature of this study and because of the nature of the questionnaires from which the data is collected for analysis.

The general nature of this investigation, as well as the specific approach to the theoretical framework as detailed in Chapter IV, assists

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<sup>3</sup>Ibid., p. 84.

the reader in clarifying and understanding the total perspective in which the analysis should be comprehended.

## CHAPTER VI

### PRESENTATION AND INTERPRETATION OF THE POPULATION DATA

As was noted earlier, the population is made up entirely by graduates of Concordia Teachers College, River Forest, Illinois and their supervisors. These graduates reported their data as they were completing their first year of teaching. The supervisors reported their data at the same time. These first-year teachers and their supervisors reported their data from 1966 through 1970.

Table 6 shows the per cent of first-year teachers reporting in relation to the total number of graduates assigned in the previous year. The per cent for the five-year period is included.

TABLE 6.--PER CENT OF FIRST-YEAR LUTHERAN ELEMENTARY SCHOOL  
TEACHERS AND THEIR SUPERVISORS REPORTING  
FROM 1966-1970

Year	Male	Female	Total
1966	51.32	56.88	55.08
1967	55.84	57.58	57.85
1968	42.86	36.03	38.24
1969	49.44	46.85	47.58
1970	50.85	44.56	47.02
Five Years	52.40	48.19	48.81

The five-year total of 48.81 per cent is considered quite high in terms of responses for two reasons. The first reason is that this study is dealing with matched pairs of responses of first-year teachers and their supervisors. Therefore, in order for a returned questionnaire to be included in the tabulation its questionnaire-counterpart from the supervisor must also have been returned. Considerably more questionnaires were returned individually from first-year teachers and supervisors but only if both were returned could they be matched and included in the final tabulation. Secondly, the total matched sets were compared with the grand total of graduates for each year and for the five-year period who were placed through the Board of Assignments. Though precise figures were not available because of fire which destroyed several key offices, one can see by Table 5 (Chapter III, page 28) that some graduates were placed in positions other than as elementary teachers in the schools of the Lutheran Church-Missouri Synod. The 1970 details, where were available, show that 65 out of 374 graduates were placed in such positions. This represents 17.38 per cent of the graduates for 1969-70.

Table 7 shows a summary of the total population of the first-year elementary school teachers. The total number of teachers treated in this study is 658.

Elementary teachers were defined for the program as those who taught any grade or combination of grades from preschool through eighth grade.

Two hundred nineteen of these first-year teachers were male whereas 439 were female. The high per cent of male first-year teachers is traditional in the schools of the Lutheran Church-Missouri Synod. Roles such as

music director, youth director, and athletic director traditionally have been held by men.

TABLE 7.--POPULATION SUMMARY OF FIRST-YEAR LUTHERAN ELEMENTARY SCHOOL TEACHERS FROM 1966 THROUGH 1970

YEAR	MALE	FEMALE	TOTAL
1966	39	91	130
1967	43	95	138
1968	33	58	91
1969	44	113	157
1970	60	82	142
FIVE YEARS	219	439	658

The highest number of responses was reported in 1969. In this year, 157 elementary first-year teachers reported. The lowest number of responses was reported in 1968. In this year, 91 elementary first-year teachers reported. The lowest number of responses was reported in 1968. In this year, 91 elementary first-year teachers reported.

Table 8 shows the detail of responses of the supervisors. The principal of the school is the most likely person to complete and return the supervisor's questionnaire. This is the case for 402 or 61.09 per cent of the cases for the five years. In some cases the pastor and principal collaborated on completing the questionnaire, however, the pastor is the respondent in 194 cases out of a total of 658. This is 29.48 per cent of the cases. In only a very few instances was the supervisor not identified by

TABLE 8

TABULATION AND PER CENT OF SUPERVISORS OF FIRST-  
YEAR LUTHERAN ELEMENTARY SCHOOL TEACHERS  
REPORTING FROM 1966-1970

Year	Not Identified		Principal		Pastor		Pastor & Princ.		Other		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
1966	2	1.54	74	56.92	38	29.23	11	8.46	5	3.85	130	100
1967	1	0.73	91	65.94	37	26.81	7	5.07	2	1.45	138	100
1968	0	0.00	58	63.74	27	29.67	6	6.59	0	0.00	91	100
1969	2	1.27	91	57.96	52	33.12	8	5.09	4	2.55	157	100
1970	3	2.11	88	61.97	40	28.17	6	4.23	5	3.52	142	100
Five Years	8	1.22	402	61.09	194	29.48	38	5.78	16	2.43	658	100

f = frequency; % = per cent



TABLE 9

POPULATION DISTRIBUTION OF FIRST-YEAR LUTHERAN  
ELEMENTARY SCHOOL TEACHERS BY STATE, 1966-1970

STATE	MALE	FEMALE	TOTAL	STATE	MALE	FEMALE	TOTAL
Alabama	0	4	4	Montana	0	0	0
Alaska	0	0	0	Nebraska	5	4	9
Arizona	0	1	1	Nevada	0	1	1
Arkansas	0	2	2	New Hampshire	0	0	0
California	11	34	45	New Jersey	3	1	4
Colorado	2	2	4	New Mexico	0	2	2
Connecticut	2	4	6	New York	21	31	52
Delaware	0	0	0	North Carolina	1	2	3
District of Columbia	0	0	0	North Dakota	1	2	3
Florida	4	13	17	Ohio	9	18	27
Georgia	0	0	0	Oklahoma	0	2	2
Hawaii	2	3	5	Oregon	1	3	4
Idaho	0	0	0	Pennsylvania	3	6	9
Illinois	66	104	170	Rhode Island	0	1	1
Indiana	11	27	38	South Carolina	0	0	0
Iowa	5	4	9	South Dakota	0	2	2
Kansas	1	6	7	Tennessee	3	2	5
Kentucky	0	1	1	Texas	9	14	23
Louisiana	5	3	8	Utah	0	0	0
Maine	0	0	0	Vermont	0	0	0
Maryland	1	9	10	Virginia	0	2	2
Massachusetts	0	0	0	Washington	0	2	2
Michigan	14	50	64	West Virginia	0	0	0
Minnesota	3	4	7	Wisconsin	23	31	54
Mississippi	0	0	0	Wyoming	0	0	0
Missouri	13	42	55				

title. In some instances, someone other than the pastor or principal submitted the questionnaire. This was the case in 16 instances or for 2.43 per cent of the cases. Careful scrutiny of the returned questionnaires clearly indicates that the most complete ones were returned by the principal or those returned by the principal and pastor in collaboration. Table 8 shows the tabulations for supervisors reporting and the per cent of each category of supervisors.

Table 9 indicates the population distribution of first-year Lutheran elementary school teachers in this study according to states. Illinois has the largest number of teachers reporting with 170. Other states with a notable number of first-year teachers are: 1) Michigan, with 64; 2) New York, with 52; 3) Missouri, with 55; 4) Wisconsin, with 54; 5) California, with 45; 6) Indiana, with 38; 7) Ohio, with 27; 8) Florida, with 17. Illinois, with the largest representation, contributes 24.38 per cent of the total five-year sampling.

With the exception of New York, Florida, and California it would appear that responses from Lutheran schools would be in keeping with the concentration of population of Lutherans in the United States. The responses are in keeping with the general expectations of the author.

## CHAPTER VII

### PRESENTATION AND INTERPRETATION OF THE SUPERVISORY DATA

The supervisory data represents evaluations made by the first-year Lutheran school teacher's immediate supervisor on five factors. The five factors used for evaluation are personal qualifications, commitment, professional qualifications, teaching competence, and classroom management.

The statistical procedures for analyzing the data are explained in Chapter IV. Statistical procedures used tested the non-correlation of each supervisory factor by comparing each factor with all other supervisory factors.

Table 10 shows the results of this computation. In order for factors to be independent of one another, the Pearson Product-moment coefficient of correlation value (also identified as PPCC) in Table 10 was compared to the Fischer z-transformation table for the appropriate population category. For an item to be independent or uncorrelative of another item the value should not exceed the Fischer z-transformation score of .0005 for the total teacher population of 658. In comparing supervisory items with each other, all of the values exceed the .0005 score and are considered highly dependent upon one another at the .01 level of confidence. Another way of stating this relationship of items is to say that when dealing with the supervisory factors of personal qualifications, commitment, professional qualifications, teaching competence, and classroom management there is an interrelationship

TABLE 10

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
 OF SUPERVISORY FACTORS COMPARED INTERNALLY TO  
 DETERMINE INDEPENDENCE FOR FIRST-YEAR  
 LUTHERAN ELEMENTARY SCHOOL TEACHERS  
 REPORTED FOR THE FIVE-YEAR  
 PERIOD, 1966 - 1970

	S <sub>1</sub>	S <sub>2</sub>	S <sub>3</sub>	S <sub>4</sub>	S <sub>5</sub>
S <sub>1</sub>					
S <sub>2</sub>	.6788				
S <sub>3</sub>	.5888	.6032			
S <sub>4</sub>	.5132	.4800	.7381		
S <sub>5</sub>	.4936	.4766	.6359	.6877	

of factors in terms of supervisory evaluations of first-year Lutheran elementary school teachers.

A more specific way of expressing this concept of dependence is to say that the supervisor's evaluative response to the first-year teacher's personal qualifications shows, by statistical measure, a dependence on the other evaluative factors of commitment, professional qualifications, teaching competence, and classroom management. According to the statistical procedure used, there appears to be a dependence on the factor of commitment with the factors of professional qualifications, teaching competence, and classroom management. There is a dependence between the factor of professional qualifications and the factors of teaching competence and classroom management. Finally, there is a dependence between the factors of teaching competence and classroom management.

The analysis of this study of the supervisory factors suggests the notion that when a supervisor evaluates a first-year Lutheran elementary school teacher according to the given factors, each one is related, or dependent on another in the interpretation and response of the supervisor.

For the factors utilized in evaluation of first-year Lutheran elementary school teachers by the supervisors, this seems to be a logical consequence. That is to say that if a teacher is rated highly on four factors, it seems logically predictable that he would be rated highly on the fifth factor. If a teacher is rated low in four factors, it appears that he would be rated low on the fifth factor.

Table 10 represents the statistics for the total population and the figures show that each of the five factors are highly dependent upon one

another. Tables 11 and 12, the five-year figures for males and females respectively, follow a similar pattern. The figures for the sub-populations of male and female Lutheran elementary school teachers, according to the supervisory factors, demonstrate high dependence of factors in relationship to each other.

Appendix B contains the tables for determining the independence or non-correlation of supervisory items for male and female teachers for each of the five years and the tables for the total populations for each of the five years from 1966 through 1970. These tables support the evidence of dependence of supervisory factors in all instances as shown by Tables 10, 11, and 12. What is demonstrated statistically for the total population for supervisory factor dependence is also the pattern for all sub-populations.

In summary, this analysis suggests that all five factors contribute to the overall evaluation of the first-year teacher but that no single factor can be isolated as independent because each factor is related to each other factor.

Table 13 shows the means and standard deviations for each of the supervisory factors as averaged for the five-year period from 1966 through 1970 for all the first-year teachers in this investigation. Tables 14 and 15 show the means and standard deviations of the same factors for the male and female teachers for the same five-year period. According to the theoretical framework the anticipated mean for each factor is three. Tables 13, 14, and 15 show the real means for each supervisory factor.

In each case the first-year teacher was rated above the anticipated or theoretical mean of three. The first-year teachers were rated the lowest

TABLE 11

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
 OF SUPERVISORY FACTORS COMPARED INTERNALLY TO  
 DETERMINE INDEPENDENCE FOR FIRST-YEAR  
 MALE LUTHERAN ELEMENTARY SCHOOL  
 TEACHERS REPORTED FOR  
 THE FIVE-YEAR PERIOD,  
 1966 - 1970

	$s_1$	$s_2$	$s_3$	$s_4$	$s_5$
$s_1$					
$s_2$	.6678				
$s_3$	.6303	.6179			
$s_4$	.5332	.4924			
$s_5$	.5191	.5487	.6279	.6963	

TABLE 12

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
 OF SUPERVISORY FACTORS COMPARED INTERNALLY TO  
 DETERMINE INDEPENDENCE FOR FIRST-YEAR FEMALE  
 LUTHERAN ELEMENTARY SCHOOL TEACHERS  
 REPORTED FOR THE FIVE-YEAR PERIOD,  
 1966 - 1970

	$s_1$	$s_2$	$s_3$	$s_4$	$s_5$
$s_1$					
$s_2$	.6838				
$s_3$	.5660	.5950			
$s_4$	.5043	.4897	.7514		
$s_5$	.4814	.4402	.6426	.6838	



TABLE 13

THE MEANS AND STANDARD DEVIATIONS FOR EACH OF THE  
 SUPERVISORY FACTORS USED IN RATING LUTHERAN  
 ELEMENTARY SCHOOL TEACHERS IN 1966,  
 1967, 1968, 1969, and 1970,  
 AND FOR ALL FIVE YEARS

Year	S <sub>1</sub>		S <sub>2</sub>		S <sub>3</sub>		S <sub>4</sub>		S <sub>5</sub>	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1966	3.5923	0.8199	3.6154	0.8538	3.4923	0.9051	3.4308	0.8765	3.2692	1.0212
1967	3.6739	0.8778	3.8406	0.9266	3.6232	0.9418	3.6377	0.9321	3.2899	1.0981
1968	3.7143	0.7455	3.8132	0.7547	3.7033	0.6873	3.6593	0.7875	3.4396	0.9043
1969	3.7325	0.8090	3.8790	0.6990	3.6115	0.7542	3.6306	0.7924	3.3185	1.0098
1970	3.7465	0.8428	3.8521	0.9189	3.7394	0.8365	3.6901	0.8974	3.3803	1.0530
Five Years	3.6930	2.1970	3.8040	2.1330	3.6307	2.2297	3.6094	2.2404	3.3328	2.3572

TABLE 14

THE MEANS AND STANDARD DEVIATIONS FOR EACH OF THE  
SUPERVISORY FACTORS USED IN RATING MALE  
LUTHERAN ELEMENTARY SCHOOL TEACHERS  
IN 1966, 1967, 1968, 1969, AND  
1970, AND FOR ALL FIVE YEARS

Year	S <sub>1</sub>		S <sub>2</sub>		S <sub>3</sub>		S <sub>4</sub>		S <sub>5</sub>	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1966	3.5897	0.8387	3.6154	0.8538	3.4872	1.0346	3.4872	0.8125	3.2821	0.9858
1967	3.5581	0.8971	3.8406	0.9266	3.5581	0.9475	3.6279	0.8076	3.2326	1.1780
1968	3.6061	0.8506	3.8132	0.7547	3.6667	0.6356	3.6667	0.8409	3.4545	0.8560
1969	3.6591	0.7670	3.8790	0.6990	3.6818	0.8467	3.6364	0.6064	3.3636	0.6773
1970	3.6833	0.8659	3.8521	0.9189	3.6833	0.9397	3.5667	0.9894	3.2833	1.1415
Five Years	3.6256	2.2323	3.8040	2.1330	3.6210	2.2346	3.5936	2.2481	3.3151	2.3634

TABLE 15

THE MEANS AND STANDARD DEVIATIONS FOR EACH OF THE  
SUPERVISORY FACTORS USED IN RATING FEMALE  
LUTHERAN ELEMENTARY SCHOOL TEACHERS IN  
1966, 1967, 1968, 1969, AND 1970,  
AND FOR ALL FIVE YEARS

Year	S <sub>1</sub>		S <sub>2</sub>		S <sub>3</sub>		S <sub>4</sub>		S <sub>5</sub>	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1966	3.5934	0.8117	3.6154	0.8089	3.4945	0.8435	3.4066	0.9015	3.2637	1.0360
1967	3.7263	0.8638	3.8737	0.8973	3.6526	0.9377	3.6421	0.9832	3.3158	1.0589
1968	3.7759	0.6706	3.9138	0.7720	3.7241	0.7142	3.6552	0.7555	3.4310	0.9306
1969	3.7611	0.8231	3.8938	0.7085	3.5841	0.7130	3.6283	0.8539	3.3009	1.1122
1970	3.7927	0.8225	3.8659	0.8939	3.7805	0.7494	3.7805	0.8119	3.4512	0.9772
Five Years	3.7267	2.1784	3.8292	2.1174	3.6355	2.2272	3.6173	2.2364	3.3417	2.3541

on classroom management. This was evident for male and female teachers for each of the five years. The standard deviation which indicates the spread, or dispersion, seems reasonable. The factor of classroom management, as evaluated by the supervisors, indicates a greater variance than the other four factors. The standard deviation for the factor of classroom management for the total teacher population is 2.3572. Comparing the means and standard deviations of the other four factors with classroom management, it is clear that this factor is the lowest rating for the first-year teachers and that there is a greater spread or dispersion from the mean.

Supervisors rated the first-year teachers highest on the factor of commitment. The means from Tables 13, 14, and 15 show that the commitment factor was rated highest consistently for male and female teachers.

Tables 16, 17, 18, 19, and 20 show the frequency distribution for each of the five supervisory factors in more detail for each year and for the five-year period.

Table 16 deals with the factor of personal qualifications (also referred to as  $S_1$ ). For each of the five years and for the five-year period, it shows that the mode for each of the six instances is in the "above average" category. The summary tabulations from Table 16 are consistent with the tables for males and females as found in Appendix C.

In connection with the personal qualifications factor, the means shown in Table 13 are consistent with the mean for the same factor as averaged for the five-year period. The supervisors rated the first-year teachers lower than the average five-year mean in 1966 and 1967. The supervisors rated the teachers higher in the years 1968, 1969, and 1970. The first-year teachers

TABLE 16

THE TABULATION OF RESPONSES ON THE PERSONAL QUALIFICATIONS FACTOR OF LUTHERAN ELEMENTARY SCHOOL TEACHERS AS EVALUATED BY THEIR SUPERVISORS  
IN 1966, 1967, 1968, 1969, AND 1970,  
AND FOR THE FIVE-YEAR PERIOD

Year	0. No Response	1. Inadequate	2. Below Average	3. Average	4. Above Average	5. Superior	Frequency
1966	1	1	6	47	62*	13	130
1967	0	2	9	44	60*	23	138
1968	0	0	5	27	48*	11	91
1969	1	0	8	44	82*	22	157
1970	0	1	11	34	73*	23	142
Five Years	2	4	39	196	325*	92	658

\* Indicates mode.

in 1970 were rated the highest in personal qualifications by their supervisors. In 1970 there were no "no responses" and only one first-year teacher was rated "inadequate" while 23 were rated "superior" out of a population of 142.

The data from Tables 13 and 16 indicate that the first-year Lutheran elementary school teachers are rated "above average" in personal qualifications in relation to a theoretical "average." The five-year totals are consistent with, and supportive of, the figures for each year.

Table 17 deals with the factor of commitment. For each of the five years and for the five year period, it can be seen that the mode for each of the six instances is in the "above average" category. The mode for the commitment factor is identical to the mode for the personal qualifications factor.

The means shown in Table 13 for the commitment factor are consistent with the means for commitment as averaged for the five-year period. The supervisors rated the first-year teachers lower than the average real mean on commitment in 1966. The supervisors rated the first-year teachers higher in the years 1967, 1968, 1969, and 1970.

The first-year teachers were rated the highest by their supervisors in 1969. This group's higher rating on the commitment factor is supported by the fact that the standard deviation is the lowest for the same group. Again, there were no "no responses," and no teacher was rated "inadequate" in commitment by his supervisor.

The analysis of the commitment factor (also referred to as  $S_2$ ) tends to reveal similar supervisory evaluative information as the personal

TABLE 17

THE TABULATION OF RESPONSES ON THE COMMITMENT  
 FACTOR OF LUTHERAN ELEMENTARY SCHOOL  
 TEACHERS AS EVALUATED BY THEIR  
 SUPERVISORS IN 1966, 1967,  
 1968, 1969, AND 1970, AND  
 FOR THE FIVE-YEAR PERIOD

Year	0. No Response	1. Inadequate	2. Below Average	3. Average	4. Above Average	5. Superior	Frequency
1966	1	1	6	48	57*	17	130
1967	1	1	6	38	57*	35	138
1968	0	1	2	24	50*	14	91
1969	0	0	2	43	84*	28	157
1970	0	3	7	33	64*	35	142
Five Years	2	6	23	186	312	129	658

\* Indicates mode.

qualifications factor revealed. That is, first-year teachers in this study tend to be rated above average by their supervisor in the first two of five factors.

Table 18 deals with the tabulation of responses on the professional qualifications of first-year teachers. For each of the five years and for the five-year period, it can be seen that the mode for each of the six instances is in the "above average" category. The category mode for the professional qualifications factor is identical to the modes for the personal qualifications and commitment factors.

The means shown in Table 13 are consistent with the means for the professional qualifications factor (also referred to as  $S_3$ ) as averaged for the five-year period. The supervisors rated the first-year teachers only slightly lower than the average five-year mean on professional qualifications in 1966, 1967, and 1969. The supervisors rated the teachers higher in 1968 and 1970. The first-year teachers were rated the highest in professional qualifications in 1970. There were no "no responses," three rated as "inadequate," but 21 rated as "superior" out of a population of 142.

The information revealed by the analysis of the professional qualifications factor for first-year teachers supports the trend on the factors of personal qualifications and commitment. First-year teachers tend to be rated "above average" by their supervisors on these factors. The five-year totals are consistent with, and supportive of, the figures for each year.

Table 19 deals with the factor of teaching competence (also referred to as  $S_4$ ). Of the six instances reported on this table, only one reports a mode of "average." The mode was "average" for the 1966 group. The other



TABLE 18

THE TABULATION OF RESPONSES ON THE PROFESSIONAL  
 QUALIFICATIONS FACTOR OF LUTHERAN ELEMENTARY  
 SCHOOL TEACHERS AS EVALUATED BY THEIR  
 SUPERVISORS IN 1966, 1967, 1968,  
 1969, AND 1970, AND FOR THE  
 FIVE-YEAR PERIOD

Year	0. No Response	1. Inadequate	2. Below Average	3. Average	4. Above Average	5. Superior	Frequency
1966	3	0	8	49	59*	11	130
1967	2	2	8	41	66*	19	138
1968	0	0	3	30	49*	9	91
1969	2	0	4	55	86*	10	157
1970	0	3	6	37	75*	21	142
Five Years	7	5	29	212	335*	70	658

\* Indicates mode.

TABLE 19

THE TABULATION ON RESPONSES ON THE TEACHING  
COMPETENCE FACTOR OF LUTHERAN ELEMENTARY  
SCHOOL TEACHERS AS EVALUATED BY THEIR  
SUPERVISORS IN 1966, 1967, 1968,  
1969, AND 1970, AND FOR  
THE FIVE-YEAR PERIOD

Year	0. No Response	1. Inadequate	2. Below Average	3. Average	4. Above Average	5. Superior	Frequency
1966	7	0	11	55*	51	11	130
1967	3	0	6	46	63*	20	138
1968	0	0	5	34	39*	13	91
1969	1	0	10	49	82*	15	157
1970	0	4	7	41	67*	23	142
Five Years	6	4	39	225	302*	82	658

\* Indicates mode.

five instances report modes of "above average." The mode for the teaching competence factor is identical to the modes for the personal qualifications, commitment, and professional qualifications in 1967, 1968, 1969, 1970 and for the five-year total population.

The means shown in Table 13 are consistent with the means for the teaching competence factor as averaged for the five-year period. The supervisors rated the first-year teachers lower than the five-year mean on teaching competence in 1966. The supervisors rated the first-year teachers above the five-year mean in 1967, 1968, 1969, and 1970. The first-year teachers in 1970 were rated the highest by their supervisors in teaching competence. All supervisors responded, four rated teachers "inadequate," but 23 rated teachers "superior" out of a population of 142.

The information revealed by the analysis of the teaching competence factor for first-year teachers supports the trend on factors of personal qualifications, commitment, and professional qualifications with one exception. The mode for the 1966 group was "average" and the mean, though above the theoretical mean, was below the five-year mean. In general, however, the trend remains consistent. First-year teachers tend to be rated "above average" in this study by their supervisors on these first four factors.

Table 20 deals with the factor of classroom management. Of the six instances on this table, three report modes of "average" and three report modes of "above average." It should be noted that the totals on this table for the five years report the mode at "average."

Table 13 shows that the means for each year and the mean of the five-year period are lower than the means on the other four categories. The only

TABLE 20

THE TABULATION ON RESPONSES ON THE CLASSROOM  
MANAGEMENT FACTOR OF LUTHERAN ELEMENTARY  
SCHOOL TEACHERS AS EVALUATED BY THEIR  
SUPERVISORS IN 1966, 1967, 1968,  
1969, AND 1970, AND FOR THE  
FIVE-YEAR PERIOD

Year	0. No Response	1. Inadequate	2. Below Average	3. Average	4. Above Average	5. Superior	Frequency
1966	3	2	18	54*	40	13	130
1967	4	5	16	49	50*	14	138
1968	0	2	10	35*	34	10	91
1969	4	2	20	58	60*	13	157
1970	0	8	19	45	51*	19	142
Five Years	11	19	83	241*	235	69	658

\* Indicates mode.

mean on Table 13 that is lower than a classroom management mean for the six instances is the mean for the 1966 group in teaching competence.

Even though classroom management has a lower mean, it is still above the theoretical mean.

The supervisors rated the first-year teachers lower than the five-year mean on classroom management in 1966, 1967, and 1969. They rated the teachers higher in 1968 and 1970. First-year teachers in 1968 were rated highest by their supervisors in classroom management as a factor. This group's higher rating is supported by the fact that the standard deviation is the lowest for the same group.

In dealing with the classroom management factor, it is notable that the standard deviations are higher than other factors for comparable instances. This implies a greater dispersion or spread from the real mean.

For the five-year period, eleven "no responses" occurred, nineteen teachers were rated "inadequate," while nineteen were rated "superior" in the 142 population total reported in Table 20. Though the five-year mean is 3.3328 and is above the theoretical mean of 3.0000, it is clear that the first-year teachers are evaluated the lowest in the factor of classroom management. This is substantiated by a comparison of means of the classroom management factor with the other four factors and also by noting the mode for classroom management being at the average for the five-year period.

In summary of the classroom management factor it should be noted that the first-year teachers for each year and for the five-year period were rated "average" or "above average" though lower than the other four factors of supervisory evaluation. The trend established by the analysis of the

five factors, though less strongly supported by the factor of classroom management, continues to be that first-year teachers in this study tend to be rated "average" or "above average" by their supervisors on all supervisory factors: personal qualifications; commitment; professional qualifications; teaching competence; and classroom management.

A summary view of the supervisory factors is gained through an analysis of Tables 21 and 22. Table 21 shows the frequency of the sum of all the supervisory factors for each year and for the five-year period. To interpret this table it is necessary to note that the lowest possible sum is five and the largest possible sum is 25. In the theoretical framework, numerical values were given to each category, ranging from one for "inadequate" to five for "superior." A theoretical mean would be 15.0000. If a first-year teacher was evaluated as "average," (3) for each of the five categories, he would achieve a mean of 15.0000.

Table 21 shows that 20 was the most frequent mode. The mode for 1966 was 15 and for 1967 it was 19. All other years and the five-year total indicate the mode at 20. Table 21 is helpful in seeing the sum frequency distribution. The totals support the pattern that first-year teachers included in this study tend to be evaluated as "average" or "above average" by their reporting supervisors.

Table 22 shows the means and standard deviations of the five supervisory factors combined for each year and for the five-year period.

Again, it should be noted that the possible range is from a combined low of five to a combined high of 25. The theoretical combined mean is 15.0000. Table 22 clearly indicates that the real combined means for each

TABLE 21

FREQUENCY OF THE SUPERVISORY FACTORS USED IN  
EVALUATING FIRST-YEAR LUTHERAN ELEMENTARY  
SCHOOL TEACHERS AS REPORTED FOR 1966,  
1967, 1968, 1969, AND 1970, AND FOR  
THE FIVE-YEAR PERIOD

Year	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
1966	0	0	0	0	0	0	3	4	7	7	19*	12	8	17	12	17	8	7	3	1	5	130
1967	0	1	0	0	3	1	3	1	3	14	9	7	12	6	21*	16	13	9	4	6	6	135
1968	0	0	0	1	0	0	1	1	3	3	8	7	12	12	10	16*	8	4	5	1	2	94
1969	0	0	0	0	0	0	3	0	5	11	11	11	15	19	15	26*	10	15	5	1	4	151
1970	1	0	1	0	1	0	0	7	4	11	9	6	9	17	15	23*	14	8	4	8	6	144
Five Years	1	1	1	1	4	1	10	13	22	46	56	43	56	71	73	98*	53	43	21	17	23	654

\* Indicates mode.

TABLE 22

MEANS AND STANDARD DEVIATIONS OF COMBINED SUPER-  
VISORY FACTORS USED IN RATING FIRST-YEAR  
LUTHERAN ELEMENTARY SCHOOL TEACHERS  
IN 1966, 1967, 1968, 1969, AND  
1970, AND FOR THE FIVE-  
YEAR PERIOD

Year	Mean	Standard Deviation
1966	17.6692	3.2943
1967	18.2074	3.8531
1968	18.2872	3.0618
1969	18.3709	3.0354
1970	18.4028	3.7571
Five Years	18.1927	3.4463



year and for the five-year period exceeds the theoretical means. The real combined mean of the five supervisory factors is lowest for the first-year teachers evaluated in 1966 and the highest for the first-year teachers evaluated in 1970. The combined means and standard deviations are relatively consistent with one year compared with any other year and in comparison with the five-year period.

The overall analysis of Table 22 is consistent with the results of previous analysis in this chapter. These combined means support the trend that was established and maintained. That trend is that first-year teachers included in this study tend to be evaluated as "average" or "above average" by their supervisors.

The purpose of this chapter has been to analyze the supervisory factors pertaining to this study. The next chapter analyzes the first-year teacher factors as reported by the respondents.

## CHAPTER VIII

### PRESENTATION AND INTERPRETATION OF THE FIRST-YEAR TEACHER DATA

The first-year teacher data represents self-evaluations of Lutheran elementary school teachers from 1966 through 1970 on eleven factors. The eleven factors used in the evaluation are:

- T<sub>1</sub> - Adjustment to the school organization and point of view.
- T<sub>2</sub> - Using his own ideas and plans for teaching.
- T<sub>3</sub> - Satisfaction with the progress being made by his students.
- T<sub>4</sub> - Growing in the ability to handle problems of his work.
- T<sub>5</sub> - Preparedness for his work.
- T<sub>6</sub> - Difficulty in routine organization.
- T<sub>7</sub> - Remaining in his present location.
- T<sub>8</sub> - Having received all the help he needed.
- T<sub>9</sub> - Difficulty with class control.
- T<sub>10</sub> - Compatibility of assignments.
- T<sub>11</sub> - Liking his work at his present location.

The statistical procedures for analyzing the data are explained in Chapter V. The procedures used tested the non-correlation of each first-year factor by comparing each factor with all other first-year teacher factors.

Table 23 shows the results of this computation. In order for factors to be independent of one another, the PPCC value in Table 23 was compared

TABLE 23

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
OF TEACHER FACTORS COMPARED INTERNALLY TO  
DETERMINE INDEPENDENCE FOR FIRST-YEAR  
LUTHERAN ELEMENTARY SCHOOL TEACHERS  
REPORTED FOR ALL FIVE YEARS,  
1966 - 1970

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>	T <sub>9</sub>	T <sub>10</sub>
T <sub>1</sub>										
T <sub>2</sub>	.1714									
T <sub>3</sub>	.0210	.0153								
T <sub>4</sub>	.0654	.1473	.1615							
T <sub>5</sub>	.1400	.1515	.2181	.1155						
T <sub>6</sub>	.3183	.1618	.0111	.0773	.1483					
T <sub>7</sub>	-.0043	-.0283	-.0588	-.0294	-.0993	-.0879				
T <sub>8</sub>	.0819	-.0175	-.1585	-.0339	-.1160	-.0441	.1133			
T <sub>9</sub>	.2124	.1621	.1415	.1258	.1542	.2116	-.0556	-.0399		
T <sub>10</sub>	.3266	.0921	.0922	.1956	.1095	.1892	-.0023	-.0283	.4373	
T <sub>11</sub>	.2170	-.0094	-.0602	.0338	-.0277	.1027	.0369	-.0260	.0791	.1767

to the Fischer z-transformation table for the appropriate population category. For an item to be independent or uncorrelative of another item, the value should not exceed the Fischer z-transformation score of .0005 for the total teacher population of 658. In comparing first-year teacher factors with one another, all of the values exceed the .0005 score and are, therefore, considered highly dependent upon one another at the .01 level of confidence. Another way of stating this relationship of items is to say that when dealing with the first-year teacher factors, there is an interrelationship of factors in terms of first-year Lutheran elementary school teacher responses. This is the case with all eleven first-year teacher factors utilized in this investigation.

The analysis of this aspect of the study of first-year teacher factors suggests the notion that when a first-year teacher evaluates himself, according to the given eleven factors, each one is related or dependent on one another in the interpretation and response of the respondent.

For the factors utilized in the evaluation of first-year teachers by themselves this may be a logical consequence. That is to say that if a teacher rated himself as "adjusting to the school organization and point of view," for example, it seems logically predictable that he would also rate himself in positive ways according to the other ten factors. If he rated himself as "not adjusting" it again appears logically predictable that he would rate himself in negative ways according to the other ten factors. This study for independence clearly indicates that the self-evaluations show a dependence of items.

TABLE 24

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
 OF TEACHER FACTORS COMPARED INTERNALLY TO  
 DETERMINE INDEPENDENCE FOR FIRST-YEAR  
 MALE LUTHERAN ELEMENTARY SCHOOL  
 TEACHERS REPORTED FOR ALL  
 FIVE YEARS, 1966 - 1970

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>	T <sub>9</sub>	T <sub>10</sub>
T <sub>1</sub>										
T <sub>2</sub>	.2127									
T <sub>3</sub>	-.0145	-.0157								
T <sub>4</sub>	-.0324	.1085	.2381							
T <sub>5</sub>	.1368	.1470	.2764	.1608						
T <sub>6</sub>	.3302	.0823	-.0535	-.0936	.0450					
T <sub>7</sub>	.0344	-.0736	.0586	-.1079	-.0439	-.0168				
T <sub>8</sub>	.0181	.0531	-.2870	-.2168	-.1328	-.0141	.0592			
T <sub>9</sub>	.1397	.0724	.0694	.1121	.1649	.1914	-.0641	-.1474		
T <sub>10</sub>	.2858	.0945	.0705	.1416	.0897	.2018	.0114	-.1110	.4304	
T <sub>11</sub>	.2576	.1946	-.1221	.0675	-.0310	.1398	.0640	-.0782	.1887	.2193

TABLE 25

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
OF TEACHER FACTORS COMPARED INTERNALLY TO  
DETERMINE INDEPENDENCE FOR FIRST-YEAR  
FEMALE LUTHERAN ELEMENTARY SCHOOL  
TEACHERS REPORTED FOR ALL  
FIVE YEARS, 1966 - 1970

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>	T <sub>9</sub>	T <sub>10</sub>
T <sub>1</sub>										
T <sub>2</sub>	.1515									
T <sub>3</sub>	.0356	.0376								
T <sub>4</sub>	.1056	.1616	.1546							
T <sub>5</sub>	.1474	.1526	.2038	.0975						
T <sub>6</sub>	.3107	.2027	.0469	.1396	.2053					
T <sub>7</sub>	-.0272	-.0054	-.1396	-.0014	-.1239	-.1260				
T <sub>8</sub>	.1034	-.0422	-.1300	.0229	-.0990	-.0617	.1311			
T <sub>9</sub>	.2507	.2110	.1787	.1405	.1566	.2211	-.0545	-.0065		
T <sub>10</sub>	.3484	.0915	.1029	.2220	.1230	.1816	-.0106	.0009	.1405	
T <sub>11</sub>	.2236	-.0907	.0056	.0096	-.0495	.1000	.0378	.0228	.0565	.1746

Table 23 represents the statistics for the total population of 658 first-year teachers. The figures show that each of the eleven factors are highly dependent upon one another. Tables 24 and 25, the first-year totals for males and females respectively, follow a similar pattern. The figures for the sub-populations of male and female Lutheran elementary school teachers, according to the first-year teacher factors, demonstrate a high dependence of factors in relationship to each other.

Appendix D contains the tables for determining the independence or non-correlation of first-year teacher items for male and female teachers for each of the five years and the tables for the total populations for each of the five years from 1966 through 1970. With only four exceptions, these tables support the evidence of dependence of first-year teacher factors as shown by Tables 23, 24, and 25. The four exceptions all show up in the data from the 1967 female sub-population of Lutheran elementary teachers. For the female 1967 sub-population, factors  $T_2 - T_4$ ,  $T_2 - T_6$ ,  $T_2 - T_8$ , and  $T_2 - T_{11}$  indicate complete independence. Table 52 of Appendix D shows, for all four factor relationships, a .0000 or perfect independence. This sub-population of 95 females represents 14.44 per cent of the total population in the study.

In general, an analysis of the total data supports the notion that the first-year factors are dependent. The four exceptions to this generalization are noted. In summary, this analysis suggests that all eleven first-year teacher factors contribute to the overall evaluation of the first-year Lutheran elementary school teacher but that no single factor can be isolated as independent, with the noted exceptions, because each factor is related to

each other factor.

A "Yes" response is a positive response for all the first-year teacher items contained in the questionnaire with the exception of T<sub>6</sub> and T<sub>9</sub>. These two questions were asked in such a way that a "No" response would be considered the positive response. T<sub>6</sub> asks the question this way, "Have you had any difficulty in setting up a routine organization for your work?" T<sub>9</sub> asks the question this way, "Have you had serious difficulties with class control?" It is important to note these two variations from the remainder of the questions. This is particularly true in terms of dealing with specific interpretations in terms of means and standard deviations.

Table 26 shows the means and standard deviations for each of the first-year teacher factors as averaged for the five-year period from 1966 through 1970 for all the teachers in this investigation. Tables 27, 28, and 29 show the means and standard deviations of all of the first-year teacher factors for each of the five years, including the sub-populations of male and female for each year.

According to the theoretical framework, the anticipated mean would be in the range from 1.00 - 1.66. This is considered a "Yes" response for the purpose of this study.

T<sub>1</sub> - Adjustment to the school organization and point of view. Analysis of this item clearly indicates that the teachers are adjusting to their school organization and point of view. A review of the means of this item, according to Table 27, indicates that of the five groups of teachers the 1968 sub-population have evaluated themselves as having adjusted best.



TABLE 26

THE SUMMARY MEANS AND STANDARD DEVIATIONS OF  
TEACHER FACTORS USED IN SELF-EVALUATIONS  
OF MALE, FEMALE, AND COMBINED LUTHERAN  
ELEMENTARY SCHOOL TEACHERS AS FIVE  
YEAR TOTALS, 1966 - 1970

	Male		Female		Both	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
T <sub>1</sub>	1.2557	1.4800	1.2027	1.4702	1.2204	1.4727
T <sub>2</sub>	1.0457	1.4295	1.0569	1.4331	1.0532	1.4319
T <sub>3</sub>	1.4931	1.5000	1.2916	1.4854	1.3587	1.4933
T <sub>4</sub>	1.0183	1.4205	1.0615	1.4345	1.0471	1.4300
T <sub>5</sub>	1.6484	1.4926	1.7904 <sup>a</sup>	1.4716	1.7432 <sup>a</sup>	1.4802
T <sub>6</sub>	1.5708	1.4983	1.5239	1.4998	1.5395	1.4995
T <sub>7</sub>	2.2968 <sup>a</sup>	1.2709	2.2301 <sup>a</sup>	1.3103	2.2523 <sup>a</sup>	1.2977
T <sub>8</sub>	2.7580 <sup>b</sup>	0.8170	2.5604 <sup>b</sup>	1.0610	2.6261 <sup>b</sup>	0.9909
T <sub>9</sub>	1.4018	1.4968	1.3075	1.4876	1.3389	1.4913
T <sub>10</sub>	1.2100	1.4717	1.1822	1.4660	1.1915	1.4679
T <sub>11</sub>	1.3562	1.4931	1.7608 <sup>a</sup>	1.4771	1.6261	1.4947

<sup>a</sup> Indicates "Doubtful."

<sup>b</sup> Indicates "No."

TABLE 27

THE MEANS AND STANDARD DEVIATIONS OF TEACHER  
FACTORS USED IN THE SELF-EVALUATIONS OF  
FIRST-YEAR LUTHERAN ELEMENTARY  
SCHOOL TEACHERS FOR THE YEARS  
1966 - 1970

	1966		1967		1968		1969		1970	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
T <sub>1</sub>	1.2077	0.5909	1.2029	0.5667	1.1648	0.4975	1.2229	0.5929	1.2817	0.6647
T <sub>2</sub>	1.0538	0.3354	1.0145	0.2080	1.0549	0.3096	1.0382	0.3169	1.1056	0.4394
T <sub>3</sub>	1.2538	0.6362	1.4058	0.7187	1.3736	0.7508	1.3822	0.7616	1.3722	0.7655
T <sub>4</sub>	1.0462	0.3003	1.0507	0.3027	1.0549	0.3096	1.0255	0.2975	1.0634	0.3793
T <sub>5</sub>	1.6769 <sup>a</sup>	0.8877	1.5652	0.8072	1.6593	0.8672	1.8535 <sup>a</sup>	0.9431	1.9085 <sup>a</sup>	0.9338
T <sub>6</sub>	1.6000	0.9165	1.3986	0.7665	1.5165	0.8690	1.4968	0.8568	1.6831 <sup>a</sup>	0.9373
T <sub>7</sub>	2.2077 <sup>a</sup>	0.9583	2.2826	0.9167	2.2198 <sup>a</sup>	0.9585	2.1911 <sup>a</sup>	0.9519	2.3521 <sup>b</sup>	0.9054
T <sub>8</sub>	2.5615 <sup>b</sup>	0.8134	2.6377 <sup>b</sup>	0.7317	2.5494 <sup>b</sup>	0.8020	2.6242 <sup>b</sup>	0.7689	2.7254 <sup>b</sup>	0.6729
T <sub>9</sub>	1.3538	0.7428	1.2174	0.5741	1.3297	0.7421	1.3503	0.7560	1.4366	0.8176
T <sub>10</sub>	1.1923	0.5830	1.1522	0.4949	1.2088	0.5840	1.2102	0.5647	1.1972	0.5721
T <sub>11</sub>	1.6846 <sup>a</sup>	0.9367	1.5580	0.8848	1.6813 <sup>a</sup>	0.9362	1.7006 <sup>a</sup>	0.9541	1.5211	0.8938

<sup>a</sup> Indicates "Doubtful." <sup>b</sup> Indicates "No."

TABLE 28

THE MEANS AND STANDARD DEVIATIONS OF TEACHER  
FACTORS USED IN THE SELF-EVALUATIONS OF  
MALE FIRST-YEAR LUTHERAN ELEMENTARY  
SCHOOL TEACHERS FOR THE YEARS  
1966 - 1970

	1966		1967		1968		1969		1970	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
T <sub>1</sub>	1.3564	0.6291	1.2326	0.5639	1.2727	0.6166	1.1591	0.5198	1.3333	0.6992
T <sub>2</sub>	1.1282	0.4630	1.0465	0.3014	1.0606	0.3428	1.0000	0.1490	1.0333	0.3145
T <sub>3</sub>	1.2821	0.5969	1.5581	0.8156	1.5758	0.8887	1.5000	0.8394	1.5333	0.8844
T <sub>4</sub>	1.0513	0.3161	1.0698	0.3338	1.0303	0.1714	1.0000	0.1490	1.0000	0.1280
T <sub>5</sub>	1.6154	0.8949	1.6047	0.8110	1.5152	0.8210	1.6591	0.9521	1.7667 <sup>a</sup>	0.9551
T <sub>6</sub>	1.6923 <sup>a</sup>	0.9649	1.2791	0.6586	1.6061	0.9191	1.5455	0.8907	1.7000 <sup>a</sup>	0.9551
T <sub>7</sub>	2.1282 <sup>a</sup>	0.9655	2.4186 <sup>b</sup>	0.8953	2.3333 <sup>a</sup>	0.9428	2.1818 <sup>a</sup>	0.9833	2.3833 <sup>b</sup>	0.8961
T <sub>8</sub>	2.8205 <sup>b</sup>	0.5487	2.6512 <sup>b</sup>	0.7115	2.6970 <sup>b</sup>	0.7171	2.7727 <sup>b</sup>	0.6347	2.8167 <sup>b</sup>	0.5625
T <sub>9</sub>	1.3846	0.7378	1.2558	0.5744	1.4848	0.8210	1.3409	0.7368	1.5167	0.8659
T <sub>10</sub>	1.2564	0.6291	1.1628	0.5252	1.2424	0.6045	1.2045	0.5469	1.2000	0.5715
T <sub>11</sub>	1.3333	0.6918	1.4419	0.8156	1.6061	0.9191	1.2727	0.6524	1.2333	0.6420

<sup>a</sup> Indicates "Doubtful." <sup>b</sup> Indicates "No."

TABLE 29

THE MEANS AND STANDARD DEVIATIONS OF TEACHER  
FACTORS USED IN THE SELF-EVALUATIONS OF  
FEMALE FIRST-YEAR LUTHERAN ELEMENTARY  
SCHOOL TEACHERS FOR THE YEARS  
1966 - 1970

	1966		1967		1968		1969		1970	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
T <sub>1</sub>	1.1868	0.5725	1.1895	0.5674	1.1034	0.4021	1.2478	0.6173	1.2439	0.6356
T <sub>2</sub>	1.0220	0.2558	1.0000	0.1451	1.0517	0.2890	1.0619	0.3590	1.1585	0.5053
T <sub>3</sub>	1.2418	0.6520	1.3368	0.6587	1.2586	0.6314	1.3363	0.7239	1.2561	0.6403
T <sub>4</sub>	1.0440	0.2932	1.0421	0.2871	1.0690	0.3649	1.0442	0.3363	1.1220	0.4786
T <sub>5</sub>	1.7033 <sup>a</sup>	0.8832	1.5474	0.8048	1.7414 <sup>a</sup>	0.8820	1.9292 <sup>a</sup>	0.9286	2.0122 <sup>a</sup>	0.9038
T <sub>6</sub>	1.5604	0.8921	1.4526	0.8048	1.4655	0.8349	1.4779	0.8424	1.6707 <sup>a</sup>	0.9378
T <sub>7</sub>	2.2418 <sup>a</sup>	0.9532	2.2211 <sup>a</sup>	0.9197	2.1552 <sup>a</sup>	0.9614	2.1947 <sup>a</sup>	0.9394	2.3293 <sup>a</sup>	0.9114
T <sub>8</sub>	2.4505 <sup>b</sup>	0.8804	2.6316 <sup>b</sup>	0.7406	2.4655 <sup>b</sup>	0.8349	2.5664 <sup>b</sup>	0.8079	2.6585 <sup>b</sup>	0.7362
T <sub>9</sub>	1.3407	0.7445	1.2000	0.5131	1.2414	0.6775	1.3540	0.7633	1.3780	0.7752
T <sub>10</sub>	1.1648	0.5599	1.1474	0.4805	1.1897	0.5711	1.2124	0.5715	1.1951	0.5725
T <sub>11</sub>	1.8352 <sup>a</sup>	0.9863	1.6105	0.9095	1.7241 <sup>a</sup>	0.9431	1.8673 <sup>a</sup>	1.0000	1.7317 <sup>a</sup>	0.9883

<sup>a</sup> Indicates "Doubtful." <sup>b</sup> Indicates "No."

The sub-population of female teachers for 1968 show a mean of 1.1034. The standard deviation of .4021 is small for this group and this fact further substantiates the analysis made. A review of Tables 26, 27, 28, and 29 shows that the female first-year teachers evaluated themselves as adjusting better than their male counterparts. The same tables show that the 1966 sub-population of male first-year teachers evaluate themselves at least adjusting to the school organization and point of view and that in all cases the tendency for adjustment is positive.

T<sub>2</sub> - Using his own ideas and plans for teaching. Analysis of this item indicates very strongly that the first-year teachers were able to use their own ideas and plans in teaching. The sub-populations of females for 1967 and the males for 1969, for example, show a means of 1.0000 which indicates they were free to use their own ideas and plans entirely according to tables 29 and 28 respectively.

Table 28 shows that the 1966 male teachers were least able to use their own ideas and plans in teaching, but even with a means of 1.1282 the tendency for freedom in the classroom is highly evident.

T<sub>3</sub> - Satisfaction with the progress being made by his students. Analysis of this item indicates very strongly that the first-year teachers were satisfied with the progress being made by their students. All total population and sub-population means, according to tables 26, 27, 28, and 29, support this analysis. The summary table, Table 26, clearly indicates that the female first-year teachers were more satisfied with the progress of their students than were the male first-year teachers. The sub-population of

female teachers for 1966 were the most satisfied. The mean for this group was 1.2821, for example, in contrast to the least satisfied group which were males in 1968 with a mean of 1.5758. Table 27 shows that the 1966 sub-population of first-year teachers, in general was the most satisfied with the progress being made by their students.

T<sub>4</sub> - Growing in the ability to handle problems of his work. Analysis of this item indicates very strongly that the first-year teacher is growing in the ability to handle the problems of his work. Table 26 shows this item to be the closest to a perfect "Yes" response with a five-year summary means of 1.0532. In the sub-population of male teachers there are two instances where there are means of 1.0000. These are in the years of 1969 and 1970 according to Table 28. For this item, the males evaluate themselves corporately more highly in growing in the ability to handle problems of their work than do the female first-year teachers.

First-year Lutheran school teachers evaluate themselves higher on this item than on any of the other ten items and do so more consistently in sub-population analysis according to tables 26, 27, 28, and 29.

T<sub>5</sub> - Preparedness for his work. Analysis of this item of self-evaluation of first-year teachers indicates a doubtfulness on the part of the total sampling. Table 26 shows the summary means and standard deviations for the five-year period of this study. According to Table 26 the teachers indicate a means of 1.7432 which is in the "Doubtful" category range of 1.66 - 2.33. The standard deviation of 1.4802 indicates a wide dispersion of responses from the mean. Table 27 shows that the yearly sub-population of

1966, 1969, and 1970 were doubtful about their preparedness for their work. The only male sub-population group indicating doubtfulness about their preparedness was that of 1970, whereas female groups indicated doubtfulness in the years of 1966, 1968, 1969, and 1970 according to tables 28 and 29 respectively.

The male teachers of 1968, with a mean of 1.5152, was the group most inclined to consider itself prepared for their work. The female teachers of 1970, with a mean of 2.0122, was the group most inclined to consider itself not prepared for their work.

T<sub>6</sub> - Difficulty in routine organization. Analysis of this item indicates that first-year teachers had difficulty in routine organization. Table 26 shows that the means for the five-year population had a mean of 1.5359 which is in the "Yes" range of 1.00 - 1.66. The standard deviation of 1.4995 indicates a wide dispersion of responses. Table 26 also shows that male teachers had more difficulty in routine organization than did female teachers in the five-year summary. However, the dispersion is even greater for the female teachers as is evident by the higher standard deviations.

It should be noted that the total sub-population of first-year teachers reporting in 1970 was "Doubtful" about difficulty in routine organization. In addition, the male teachers in 1966 and 1970 as well as the female teachers in 1970 were "Doubtful" about difficulty in routine organization. The male first-year teachers in 1967 reported the most difficulty in routine organization whereas the male teachers in 1970 reported the least

difficulty. However, the 1970 male sub-population was in the "Doubtful" category according to Table 28.

T<sub>7</sub> - Remaining in his present location. Analysis of this item of first-year teacher self-evaluation indicates a consistent "doubtfulness" according to the five-year summary, Table 26. The mean reported for the five-year period is 2.2523, which is clearly "doubtful" about whether or not they would return to their present teaching location.

This analysis is substantiated by examining the data of the various sub-populations. The total teacher groups for each of the five-year periods, as reported on Table 27, indicate that the groups in 1966, 1967, 1968, and 1969 are "Doubtful" about returning to their original placements and the 1970 group reports in the range of "No" with a mean of 2.3521. The male sub-population shown on Table 28 reports their return as "Doubtful" in 1966, 1968, and 1969, whereas, they report that they will not return in 1967 and 1970. The female sub-population shown on Table 29 reports their return as "Doubtful" in 1966, 1967, 1968, 1969, and 1970. It should be noted that the female group reports "doubtfulness" about returning to their original placements in all of the five years.

The male sub-population of 1967 shows the highest mean on this item as indicated by Table 28. This same group indicates the lowest standard deviation of any male or female sub-population thereby substantiating their "No" response with a lesser dispersion of responses.

T<sub>8</sub> - Having received all the help he needed. Analysis of this item of self-evaluation gives a definite indication that beginning teachers report



that they do not get all the help they need. Table 26 shows that for male, female, and the total population for the five-year period the means are well within the range of the "No" category of 2.34 - 3.00. For example, the mean for the five-year totals is 2.6261. The standard deviation of .9909 is the smallest of any of the standard deviations for the eleven first-year teacher factors. This evidence of less spread or dispersion around the mean indicates that more of the respondents are likely to agree that they are not getting the help they need.

The sub-population of 1970 first-year teachers indicated most strongly that they did not get all the help they needed. The mean for this group was 2.7254 and the standard deviation .6729, as shown in Table 27.

A review of Tables 28 and 29 indicates that in each year the males, to a greater extent than the females, reported that they did not get the help they needed.

T<sub>9</sub> - Difficulty with class control. Analysis of this item in Table 26 indicates that the first-year teachers have difficulty with class control--whether they are male or female. The standard deviations for each year are evidence of a wider spread or dispersion of responses though the means are clearly in the "Yes" range of 1.00 - 1.66.

The five-year mean for the total population included in this study is 1.3389 and the standard deviation is 1.4913 according to Table 26. Table 27 shows that the 1967 sub-population reported the greatest difficulty with class control according to the means of their responses.

Tables 28 and 29 show that the male and female groups of 1967

indicated the most difficulty with class control and the male and female groups of 1970 indicated the least difficulty. In all instances, however, the groups reported difficulty with class control.

T<sub>10</sub> - Compatibility of assignment. Analysis of this item of first-year teacher response clearly indicates that they considered their assignment compatible with their abilities and preferences. Table 26 shows a mean of 1.1915 for the total five-year population. The standard deviation of 1.4679 means that there was a wide spread or dispersion of responses though the total population responded that their abilities and preferences were compatible with their assignments.

Table 27 shows that the sub-population of 1967 had the highest mean regarding the compatibility of their assignment with their abilities and preferences. The low standard deviation is further substantiation of this agreement.

A review of Tables 28 and 29 will reveal that both the male and female groups of 1967 indicate the strongest agreement of the compatibility of assignment. The total group of 1969 teachers agree the least concerning their assignment in relation to their abilities and preferences. It should be noted, however, that in all instances the groups responded highly favorably to their assignments.

T<sub>11</sub> - Liking his work at his present location. Analysis of this item of self-evaluation indicates that, on the whole, they like their work at their present location. Table 26 shows that this is true for the total population for the five-year period. The means of 1.6261 falls in the

"Yes" category of 1.00 - 1.66. The standard deviation of 1.4947 indicates a wide spread or dispersion of responses from the mean. Close observation of Table 26 will reveal that male teachers for the five-year period "like" their work whereas female teachers are "doubtful" about whether they like their work at their present location.

Table 27 shows that the sub-populations of first-year teachers from 1966, 1968, 1969 register means in the "Doubtful" category of 1.67 - 2.33. A review of Tables 28 and 29 reveals that in all cases concerning male and female first-year teachers, it is only the female teachers whose means are in the "Doubtful" category. Table 29 shows this to be the case in 1966, 1968, 1969, and 1970.

Although Lutheran elementary school teachers, in general, like their work at their present locations, this statement based on the five-year total population is more apparent for male first-year teachers than it is for female teachers.

Appendix E contains the tabulation of responses of first-year teachers for each of the eleven items of self-evaluation. The tabulations are included for each year and for the five-year period. A review of the tabulations in Appendix E is helpful to determine the source of data upon which the means and standard deviations are computed. The analysis of first-year teacher factors is supported by the findings of Appendix E.

To summarize, it should be noted that all first-year teachers factors are dependent upon one another with the exception of items concerning the 1967 female sub-population as noted on page 82.

A review of the specific items of self-evaluation items suggest that the following statements can be generalized:

T<sub>1</sub> - First-year teachers do adjust to their school organization and point of view.

T<sub>2</sub> - First-year teachers are able to use their own ideas and plans for teaching.

T<sub>3</sub> - First-year teachers are satisfied with the progress being made by their students.

T<sub>4</sub> - First-year teachers are growing in their ability to handle the problems of their work.

T<sub>5</sub> - First-year teachers are doubtful about their preparation for teaching.

T<sub>6</sub> - First-year teachers have difficulty in developing routine organization.

T<sub>7</sub> - First-year teachers are doubtful about remaining in their present locations.

T<sub>8</sub> - First-year teachers are not receiving all the help they need.

T<sub>9</sub> - First-year teachers have difficulty with class control.

T<sub>10</sub> - First-year teachers consider their initial placement compatible with their abilities and preferences.

T<sub>11</sub> - First-year teachers like their work at their present locations.

To summarize, the purpose of this chapter has been to analyze the data derived from the first-year teacher factors of self-evaluation pertaining to this study. The next chapter analyzes the supervisory

factors in relation with first-year teacher factors as reported by both groups of respondents.

CHAPTER IX  
RELATIONSHIPS BETWEEN FIRST-YEAR TEACHER FACTORS  
AND SUPERVISORY FACTORS

In this chapter the first-year self-evaluation data and the supervisory rating data will be correlated by specific items. The Pearson Product-moment Coefficient of correlation is used as the statistical measure and the procedure for analyzing the data is explained in Chapter IV. The PPCC is particularly helpful in determining correlation in this study because of the high total population of 658. The higher the population the greater degree of reliability that can be attained through the use of the PPCC.

Chapter VII clearly established the fact that supervisors rated the first-year teachers above the theoretical mean. This was true for all five supervisory factors even though the means varied somewhat. It is important to note that, in terms of the supervisory ratings, responses established a positive trend on each item.

Chapter VIII established certain facts about the self-evaluations of the first-year teachers. Factors  $T_1$ ,  $T_2$ ,  $T_3$ ,  $T_4$ ,  $T_{10}$ , and  $T_{11}$  were positive responses. Factors  $T_5$  and  $T_7$  were in the doubtful category. Factors  $T_6$ ,  $T_8$ , and  $T_9$  were negative responses. It is equally important to note that, in terms of the first-year teacher self-evaluations, these statements can be interpreted as the trends for each item.

The trends for the supervisory ratings and the first-year teacher

factors, as established, are helpful in interpreting the relationships of the supervisory and first-year teacher factors.

The minus signs shown in Tables 30, 31, and 32 should not be interpreted as negative correlations. The reason for the minus sign on the values shown in the tables is that the supervisory factors ( $S_1 - S_5$ ) are treated in ascending order of approval. However, the teacher factors ( $T_1 - T_{11}$ ) are treated in a descending order of approval. This is the case for teacher items with the exception of  $T_6$  and  $T_9$ . As explained in Chapter VIII,  $T_6$  and  $T_9$  were asked in such a way that a "No" response would be considered more desirable.

Table 30 shows the relationship between the first-year teacher factors and supervisory factors of the 658 teachers for the five-year period. In order for first-year teacher factors and supervisory factors to show a correlation at the .01 level of confidence, it is necessary to compare the PPCC value to the Fischer z-transformation table for the appropriate population. For example, for first-year teacher factors and supervisory factors to be correlated at the .01 level of confidence for the total population, the PPCC for any set of factors must exceed the Fischer z-transformation score of .1005 for the total population of 658. All sets of factors that are correlated at the .01 level of confidence are noted on the tables by an asterisk.

Table 30 shows that first-year teachers who evaluated themselves as adjusting to the school organization and point of view are likely to be rated higher by their supervisors on the factors of personal qualification, commitment, professional qualifications, and classroom management. This statement is supported statistically and is significant at the .01 level of confidence. The teacher factor of adjusting to the school does not hold with

TABLE 30

THE RELATIONSHIP BETWEEN FIRST-YEAR TEACHER FACTORS  
AND SUPERVISORY FACTORS AS COMPUTED BY THE  
PEARSON PRODUCT-MOMENT COEFFICIENT OF  
CORRELATION FOR LUTHERAN ELEMENTARY  
SCHOOL TEACHERS REPORTED FOR THE  
FIVE-YEAR PERIOD, 1966 - 1970

		Supervisory Factors				
		S <sub>1</sub>	S <sub>2</sub>	S <sub>3</sub>	S <sub>4</sub>	S <sub>5</sub>
First-year Teacher Factors	T <sub>1</sub>	-.1566*	-.1599*	-.1691*	-.0839	-.1328*
	T <sub>2</sub>	-.0676	-.0602	-.0655	-.0491	-.0694
	T <sub>3</sub>	-.0416	-.0437	-.0614	-.0835	-.0618
	T <sub>4</sub>	-.0716	-.0896	-.1047*	-.0596	-.1029*
	T <sub>5</sub>	-.0792	-.0822	-.0870	-.0719	-.1077*
	T <sub>6</sub>	-.1342*	-.1427*	-.1194*	-.0687	-.0643
	T <sub>7</sub>	-.0001	-.0009	.0699	.0818	.0515
	T <sub>8</sub>	.0206	.0137	.1363*	.1270*	.1440
	T <sub>9</sub>	-.1639*	-.1969*	-.1196*	-.0999	-.1050*
	T <sub>10</sub>	-.1029*	-.1202*	-.1275*	-.0871	-.0896
	T <sub>11</sub>	-.1402*	-.1662*	-.1581*	-.1064*	-.1105*

Note: The minimum value for significance at the .01 level of confidence is .1005 for the total population of 658 teachers. The value for the .05 level of confidence is .0764.

\* Indicates relationship at the .01 level of confidence.



TABLE 31

THE RELATIONSHIP BETWEEN FIRST-YEAR TEACHER FACTORS  
AND SUPERVISORY FACTORS AS COMPUTED BY THE  
PEARSON PRODUCT-MOMENT COEFFICIENT OF  
CORRELATION FOR MALE LUTHERAN  
ELEMENTARY SCHOOL TEACHERS  
REPORTED FOR THE FIVE-YEAR  
PERIOD, 1966 - 1970

		Supervisory Factors				
		S <sub>1</sub>	S <sub>2</sub>	S <sub>3</sub>	S <sub>4</sub>	S <sub>5</sub>
First-year Teacher Factors	T <sub>1</sub>	-.1310	-.1447	-.1532	-.0110	-.1517
	T <sub>2</sub>	-.1192	-.0719	-.1417	-.1323	-.1683
	T <sub>3</sub>	.0290	-.0150	-.0616	-.0671	-.0387
	T <sub>4</sub>	-.0578	-.1341	-.1617	-.1259	-.1024
	T <sub>5</sub>	-.0647	-.0288	-.1185	-.1049	-.0692
	T <sub>6</sub>	-.0553	-.0940	-.1387	.0232	.0082
	T <sub>7</sub>	.0134	.0499	.1428	.1535	.0170
	T <sub>8</sub>	.0353	.1388	.1742*	.1763*	.1840*
	T <sub>9</sub>	-.1128	-.1718	-.1161	-.0374	-.0458
	T <sub>10</sub>	-.1010	-.1055	-.1366	-.0790	-.0039
	T <sub>11</sub>	-.2149*	-.2143*	-.2865*	-.1485	-.1738*

Note: The minimum value for significance at the .01 level of confidence is .1738 for the sub-population of 219 male teachers. The value for the .05 level of confidence is .1326.

\* Indicates relationship at the .01 level of confidence.

TABLE 32

THE RELATIONSHIP BETWEEN FIRST-YEAR TEACHER FACTORS  
AND SUPERVISORY FACTORS AS COMPUTED BY THE  
PEARSON PRODUCT-MOMENT COEFFICIENT OF  
CORRELATION FOR FEMALE LUTHERAN  
ELEMENTARY SCHOOL TEACHERS  
REPORTED FOR THE FIVE-YEAR  
PERIOD, 1966 - 1970

		Supervisory Factors				
		S <sub>1</sub>	S <sub>2</sub>	S <sub>3</sub>	S <sub>4</sub>	S <sub>5</sub>
First-year Teacher Factors	T <sub>1</sub>	-.1676*	-.1662*	-.1784*	-.1202	-.1227
	T <sub>2</sub>	-.0430	-.0553	-.0243	-.0110	-.0231
	T <sub>3</sub>	-.0753	-.0542	-.0605	-.0926	-.0744
	T <sub>4</sub>	-.0837	-.0809	-.0888	-.0412	-.1063
	T <sub>5</sub>	-.0938	-.1160	-.0708	-.0580	-.1281*
	T <sub>6</sub>	-.1747*	-.1681*	-.1081	-.1132	-.1001
	T <sub>7</sub>	-.0042	-.0258	.0296	.0486	.0689
	T <sub>8</sub>	.0252	-.0308	-.1252*	.1128	.1333*
	T <sub>9</sub>	-.1877*	-.2080*	-.1213	-.1309*	-.1349*
	T <sub>10</sub>	-.1021	-.1270*	-.1221	-.0908	-.1324*
	T <sub>11</sub>	-.1342	-.1674*	-.1139	-.0986	-.0948

Note: The minimum value for significance at the .01 level of confidence is .1229 for the sub-population of 439 female teachers. The value for the .05 level of confidence is .0936.

\* Indicates relationship at the .01 level of confidence.

the factor of teaching competence at the .01 level of confidence. However, even the teaching competence factor would be significant at the .05 level of confidence.

First-year teachers who evaluate themselves as adjusting to their school organization and point of view are rated higher by their supervisors on factors  $S_1 - S_5$ .

There is no significant correlation between  $T_2$  and  $S_1 - S_5$ . Though teachers evaluate themselves as being able to use their own ideas and plans in teaching and supervisors rated teachers above the theoretical mean for all five factors, the data does not support a significant correlation of the two sets of factors in relationship at the .01 level of confidence.

There is no significant correlation between  $T_3$  and  $S_1 - S_5$ . Though teachers evaluate themselves as being satisfied with the progress being made by their students and supervisors rated teachers above the theoretical mean for all five factors, the data does not support a significant correlation of the two sets of factors in relationship at the .01 level of confidence.

Teachers who evaluate themselves as growing in their ability to handle problems of their work are likely to be rated more highly on the factors of professional qualifications and classroom management. This is significant at the .01 level of confidence. At the .05 level of confidence, teachers are likely to be rated higher also on the factor of commitment. However, on the factors of personal qualifications and teaching competence, there is no acceptable statistically significant relationship.

Teachers who evaluate themselves as being prepared for their work of teaching are likely to be evaluated by their supervisors more highly on the

factor of classroom management. At the .05 level of confidence, teachers are also likely to be rated higher on factors of personal qualifications, commitment, and professional qualifications. On the supervisory factor of teaching competence there is no acceptable statistically significant relationship.

The more strongly the teachers indicated that they were not having difficulty in routine organization, the more likely they were to receive a higher rating by their supervisors in personal qualifications, commitment, and professional qualifications. This was significant at the .01 level of confidence.

On the factors of teaching competence and classroom management, there is no acceptable statistically significant relationship.

There is no significant correlation between T7 and S<sub>1</sub> - S<sub>5</sub> at the .01 level of confidence. Teachers were doubtful about their return to the same school even though they were rated above the theoretical mean on all five supervisory factors.

It is interesting to note, however, that with regard to the teachers' doubtfulness about returning that the supervisory factor of teaching competence was significant at the .05 level of confidence.

Teachers reported that they did not get all the help they needed. For this factor there is a significant correlation at the .01 level of confidence on the supervisory factors of professional qualifications, teaching competence, and classroom management. The supervisory factors of personal qualifications and commitment are not significant at either the .01 or .05 level of confidence.

The more strongly the teachers indicated that they were not having difficulty with class control the more likely they were to receive a higher rating by their supervisor. This is particularly true for the supervisory factors of personal qualifications, commitment, professional qualifications, and classroom management. In relationship to  $T_9$ , these factors are significant at the .01 level of confidence. The factor of teaching competence in relation to  $T_9$  is significant at the .05 level of confidence. To generalize, the less difficulty a teacher reports as having with class control the more likely he is to be rated highly by his supervisor.

First-year teachers reporting compatibility of their assignment are likely to be rated by their supervisors higher in personal qualifications, commitment, and professional qualifications. This is significant at the .01 level of confidence. The supervisory factors of teaching competence and classroom management, in relation to  $T_{10}$ , are significant at the .05 level of confidence. To generalize, the more positive a teacher is about the compatibility of his assignment, the more likely he is to be rated highly by his supervisor on all five supervisory factors.

The more a teacher liked his work at his present location, the more likely he was to be rated highly on all five supervisory factors. Table 30 shows unanimous correlation between a teacher's liking his location and the supervisory factors of personal qualifications, commitment, professional qualifications, teaching competence, and classroom management. All relationships are significant at the .01 level of confidence.

Tables 31 and 32 indicate relationships between first-year teacher factors and supervisory factors computed for male and female teachers for

the five-year period, 1966 - 1970. The PPCC is less reliable for the sub-populations because of the smaller numbers involved. However, the minimum value for significance at the .05 level is included for each sub-population in the tables to indicate the extent to which each sub-population figures support the analysis made in this chapter.

This data and analysis in this chapter indicates the correlation between the first-year teacher factors and the supervisory factors. It has been noted that some relationships are strongly correlated while others are not significantly correlated. The next chapter states conclusions based on all the data analyzed in this investigation and makes appropriate recommendations concerning the improvement of first-year teacher situations, curricular implications for teacher candidates, and related concerns.

## CHAPTER X

### CONCLUSIONS AND RECOMMENDATIONS

It was hypothesized that the first-year Lutheran school teacher's self-evaluation of factors of his teaching situation have no relationship to ratings by his supervisor. This hypothesis was arrived at through the development of a theoretical framework based on statements of anticipation of success in teaching that were verified by a team of three experts. The eleven statements of anticipation were judged by the experts to be reasonable expectations.

On the basis of the statistical analysis conducted in this investigation, the null hypothesis, as stated, cannot be accepted completely. On the other hand, some of the statistical analysis supports the hypothesis.

It is helpful to review the statements of anticipation in relation to the statistical analysis of each one to see the extent to which the hypothesis can be accepted or rejected.

The first-year Lutheran teacher who evaluated himself as adjusting to his school is one who is rated by his supervisor as average (or above) in personal qualifications, commitment, professional qualifications, and classroom management. These relationships were significant at the .01 level of significance. The same teacher factor of adjustment was related to the supervisory factor of teaching competence at the .05 level of confidence. This statement of anticipation is accepted.

The first-year Lutheran teacher who uses his own ideas and plans in

teaching, according to his self-evaluation, indicates no relationship to any of the five supervisory factors at an acceptably significant level of confidence. This statement of anticipation, therefore, is not accepted.

The first-year Lutheran teacher who evaluates the progress of his students as satisfactory indicates no relationship to any of the five supervisory factors at an acceptably significant level of confidence. This statement, therefore, is not accepted.

The first-year Lutheran teacher who evaluates himself as growing in his ability to handle the problems of his work is one who is rated by his supervisor as average (or above) in professional qualifications and classroom management. These relationships were significant at the .01 level of confidence. The same teacher factor was related to the supervisory factor of commitment at the .05 level of confidence. For the supervisory factors of personal qualifications and teaching competence relationship of the teacher factor was not significant at an acceptable level of confidence. This statement of anticipation can only be accepted for the specific factors that show statistical relationship. The teacher factor has a relationship to three of the five factors of supervisory rating.

The first-year Lutheran teacher who feels that he has been well-prepared for his work is one who is rated by his supervisor as average (or above) in classroom management. This relationship was significant at the .01 level of confidence. There is relationship of the teacher factor and the supervisory factors of personal qualifications, commitment, and professional qualifications at the .05 level of confidence. The supervisory factor of teaching competence is not significant at an acceptable level of confidence. This statement of



anticipation can only be accepted for the specific factors that indicate statistical relationship. The teacher factor has relationship to four of the five supervisory rating factors.

The first-year Lutheran teacher who evaluates himself as having received all the help he needed is one who is rated by his supervisor as average (or above) in professional qualifications, teaching competence, and classroom management. These relationships were significant at the .01 level of confidence. The teacher factor was not related to the supervisory rating factors of personal qualifications and commitment at an acceptable level of significance. This statement of anticipation can only be accepted for the specific factors that indicate statistical relationship. The teacher factor has relationship to three of the five supervisory rating factors.

The first-year Lutheran teacher who evaluates himself as having had little difficulty in setting up a routine organization for his work is one who is rated by his supervisor as average (or above) in personal qualifications, commitment, and professional qualifications. These relationships were significant at the .01 level of confidence. The teacher factor was not statistically significant in relationship to the supervisory rating factors of teaching competence and classroom management. This statement of anticipation can only be accepted for the specific factors that indicate statistical relationship. The teacher factor has relationship to three of the five supervisory rating factors.

The first-year Lutheran teacher who feels that he did not have difficulty with class control is one who is rated by his supervisor as average (or above) in personal qualifications, commitment, professional

qualifications, and classroom management. These relationships were significant at the .01 level of confidence. The teacher factor was related to the supervisory rating factor of teaching competence at the .05 level of confidence. This statement of anticipation is accepted.

The first-year Lutheran teacher who feels that his initial assignment is compatible with his abilities and preferences is one who is rated by his supervisor as average (or above) in personal qualifications, commitment, and professional qualifications. These relationships were significant at the .01 level of confidence. The teacher factor was related to the supervisory rating factors of teaching competence and classroom management at the .05 level of confidence. This statement of anticipation is accepted.

The first-year Lutheran teacher who evaluates himself as liking his work is one who is rated by his supervisor as average (or above) in all five supervisory factors. All five relationships were significant at the .01 level of confidence and, therefore, this statement of anticipation is accepted.

The first-year Lutheran teacher who is retained a second year, as he evaluates himself, is rated by his supervisor as average (or above) in teaching competence. This relationship is significant at the .05 level of confidence. For all other supervisory rating factors in relation to this teacher factor, there is no acceptable statistically significant relationship. This statement of anticipation is not accepted, with the exception of the teaching competence supervisory rating factor.

The review of the statements of anticipation indicate the extent to which the null hypothesis is accepted or rejected. There are relationships

of supervisory rating to factors of first-year teacher self-evaluations, but the relationships do not support the hypothesis to the extent that it rejects without the qualifications explained in the conclusions relating to the statements of anticipation.

This study revealed that first-year Lutheran teachers, in general, are rated by their supervisors in the following descending order on the five supervisory factors:

1. Commitment.
2. Personal qualifications.
3. Professional qualifications.
4. Teaching competence.
5. Classroom management.

The pattern of supervisory rating was identical for male and female teachers for the five-year period.

All sub-populations and the total population of the study were rated by the supervisors above the theoretical, or anticipated, mean on all five factors.

Conclusions derived from the study of the first-year teacher self-evaluations revealed that first-year Lutheran elementary school teachers:

1. Do adjust to their school organization and point of view.
2. Are able to use their own ideas and plans for teaching.
3. Are satisfied with the progress being made by their students.
4. Are growing in their ability to handle problems of their work.
5. Are doubtful about their preparation for teaching.
6. Have difficulty in developing routine organization.
7. Are doubtful about remaining in their present locations.
8. Are not receiving all the help they need.
9. Have difficulty with class control.
10. Consider their initial placement compatible with their abilities and preferences.
11. Like their work at their present locations.

On the basis of this study, this investigator suggests the following general recommendations.

1. Colleges and universities having teacher education programs need to consider curricular revisions and improvements that will assure better performance of their graduates in the areas of classroom management, teaching competence, and discipline.
2. Principals and other supervisors of first-year teachers need to become more sensitive to the needs of beginning teachers. To this end, principals should develop in-service education programs for beginning teachers, provide for their early arrival at their schools, and give early and continued assistance to them through a variety of supervisory techniques.
3. Students should be included in decision making capacities concerning their professional objectives. Considerable articulation should exist among the elementary schools, the college, and state representatives along with teacher candidates that will focus on the need for relevant types of professional concern for teachers of this particular era. Candidates preparing for service in schools of the Lutheran Church-Missouri Synod should be involved with church-affiliated schools, teachers, and administrators.
4. The questionnaires used in this study should be in a constant process of revision to sharpen the College's focus on those factors considered most important to beginning teachers. In addition, it would be helpful if the questionnaires (to the supervisor and the first-year teacher) could be more consonant with each other for interpretive purposes and analysis.
5. It is necessary to develop common (standardized) procedures and terminology in the study of the first-year teachers so that more effective

## BIBLIOGRAPHY

and definitive conclusions can be related to a thorough base of research understandings.

6. Teacher education institutions should conduct continuous follow-up studies on their graduates. It seems, to this investigator, that the longitudinal study approach might be particularly advantageous in determining changes in performance and personality of teachers over a longer period of time. The results of such a study might be very helpful to school administrators and supervisors in setting up appropriate programs of in-service education. The results of such research may assist the colleges in developing meaningful programs at the masters degree level.

7. The possibility of involving student evaluation to add to first-year teacher and supervisory data should be considered in future studies. The first-year teacher's students may have valuable evaluative information to add to the study of the teacher which may prove to be very helpful.

8. It would be highly desirable to develop more common or standardized forms and procedures, including common terminology, in the study of first-year teachers. The development of norms for first-year teacher behaviors and performances seem to be in the realm of possibility.

9. Finally, it seems obvious that additional research on first-year teachers is desirable and necessary if all those concerned with the improvement of instruction are to base their decisions on sound theoretical and practical bases.

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APPENDIX A

THE QUESTIONNAIRES SENT TO TEACHERS  
AND SUPERVISORS

## CONCORDIA TEACHERS COLLEGE

7400 Augusta Street

• River Forest, Illinois 60305

Dear Co-Worker:

This letter is being sent to all graduates who were placed last spring or summer. It is helpful for us to know your concerns and to receive a report from you indicating whether your initial placement was, to a certain degree, satisfactory both from the standpoint of the College Placement Office and from your point of view.

We request that you complete the enclosed questionnaire promptly and return it to us. We would appreciate it if you would give us your candid opinion to the questions that have been asked. You will note that if you wish to use additional space, please use the back side for additional comments.

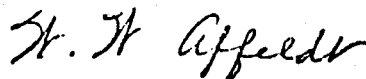
This information may not seem important to you, but it will be helpful to us as we begin to analyze it and it will definitely be helpful to us in making the Placement Office serve a better function in our Synodical placement procedures. Hopefully it will also be helpful to us in evaluating and revising our college curriculum.

Since we will treat this data as confidential, feel free to express yourself freely on any of the matters that have been suggested.

We hope that you have, at least in a small measure, enjoyed your first year of teaching and that you will be among those who will be willing to serve for many years to come. Remember that we are always happy to hear from you in the "field" and any information you can feed back to us that will be helpful in further placement procedures, will be most deeply appreciated.

We hope that you will use the Summer to refresh yourself so that you will be ready for another year of service in His kingdom.

Very sincerely,



Waldemar W. Affeldt  
Director of Placement

WWA:h  
Enclosure

CONCORDIA TEACHERS COLLEGE  
River Forest, Illinois

## FOLLOW-UP QUESTIONNAIRE

Name \_\_\_\_\_ School \_\_\_\_\_

Date of Graduation \_\_\_\_\_ School Address \_\_\_\_\_

Position \_\_\_\_\_ Grade Level \_\_\_\_\_ Salary \_\_\_\_\_

Extra-Curricular Assignments \_\_\_\_\_

Are you taking courses toward a master's degree? \_\_\_\_\_ Credits completed \_\_\_\_\_

Graduate School \_\_\_\_\_ Graduate Major \_\_\_\_\_

If you wish to elaborate on any of the following questions, use the back of this sheet.  
Indicate the item on the back by using the numbers of the questions.

- |                |   |
|----------------|---|
| Yes ___ No ___ | 1. Do you like your work at your present assignment?  |
| Yes ___ No ___ | 2. Have you been able to adjust to the school organization and point of view?                   |
| Yes ___ No ___ | 3. Do you feel that the attitude of the community toward the schools and teachers is wholesome? |
| Yes ___ No ___ | 4. Have you been able to use your own ideas and plans for your teaching?                        |
| Yes ___ No ___ | 5. Are you satisfied with the progress being made by your pupils?                               |
| Yes ___ No ___ | 6. Do you feel that you are growing in your ability to handle the problems of your work?        |
| Yes ___ No ___ | 7. Do you feel that you were well prepared for your work?                                       |
| Yes ___ No ___ | 8. Have you had any difficulty in setting up a routine organization for your work?              |
| Yes ___ No ___ | 9. Are you remaining in your present position?  |
|                | If No, why not? _____   |
| Yes ___ No ___ | 10. Have you been given all of the help you need?   |
| Yes ___ No ___ | 11. Have you had serious difficulties with class control?                                       |
| Yes ___ No ___ | 12. Do you feel that your assignment was compatible with your abilities and preferences?        |

13. In what phases of your teaching have you been most successful? \_\_\_\_\_

14. In what phases of your work have you been least successful? \_\_\_\_\_

15. What suggestions have you for improving the program of preparation of Elementary/Secondary teachers? \_\_\_\_\_

Return to Director of Placement, Concordia Teachers College, River Forest, Illinois 60305

11/  
CONCORDIA TEACHERS COLLEGE

7400 Augusta Street

• River Forest, Illinois 60305

Dear Pastor:

We are anxious to keep our records up-to-date and therefore we would request some follow-up information on the teacher(s) assigned to you last year. We want to improve the services that we can render to our graduates and the services that we can give to our congregations.

Therefore, we would be most anxious for you to complete the enclosed brief report and return it to us promptly. If you feel that you would rather have your principal (or some other qualified person) complete this form, you should feel free to request him to do so.

We would appreciate receiving this form no later than June 1st. Feel free to make additional comments if the questions on the form are not applicable to your situation.

Very sincerely,

*W. W. Affeldt*

Waldemar W. Affeldt  
Director of Placement

WWA:h

Enclosure

CONCORDIA TEACHERS COLLEGE  
River Forest, Illinois  
Office of Teacher Placement

Appraisal of Teacher \_\_\_\_\_ School Year \_\_\_\_\_  
Congregation \_\_\_\_\_ Location \_\_\_\_\_

### I. PERSONAL QUALIFICATIONS

Inadequate	Below Av.	Average	Above Av.	Superior

Factors: appearance, voice, speech; friendly, patient, enthusiastic, tactful, considerate

### II. CHRISTIAN TEACHER EVIDENCE (Commitment)

Inadequate	Below Av.	Average	Above Av.	Superior

Factors: sees pupils as children of God, sets fine Christian example, Christianity permeates his instruction

### III. PROFESSIONAL QUALIFICATIONS

Inadequate	Below Av.	Average	Above Av.	Superior

Factors: professional interest, subject matter background, strives to improve, understanding of children and teaching

### IV. TEACHING COMPETENCE

Inadequate	Below Av.	Average	Above Av.	Superior

Factors: knowledge of subject matter, use of instructional materials; plans, motivates, evaluates, enriches

### V. CLASSROOM MANAGEMENT

Inadequate	Below Av.	Average	Above Av.	Superior

Factors: care of classroom, care for routine, climate conducive for learning; effective classroom control

### Instructions:

Kindly check which best describes your estimate.

A. I consider her/his placement

- in this geographical area
- in this community
- in this school & parish
- at this grade level

B. He/she fulfills her/his responsibilities

- in the school
- in the parish

C. I consider her/his relationship

- with the pastor(s)
- with the principal
- with other teachers
- with the parents
- with the children

Not satisfactory  
Satisfactory  
Very satisfactory

The teacher's greatest strengths (if any) \_\_\_\_\_

The teacher's greatest weakness (if any) \_\_\_\_\_

Is the person assigned to you remaining at your school next year? Yes \_\_\_\_\_ No \_\_\_\_\_

If not, state reason: \_\_\_\_\_

Date \_\_\_\_\_ Appraisal given by \_\_\_\_\_

Position \_\_\_\_\_

APPENDIX B

NON-CORRELATION OF SUPERVISORY FACTORS

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TABLE 33

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
OF SUPERVISORY FACTORS COMPARED INTERNALLY TO  
DETERMINE INDEPENDENCE FOR FIRST-YEAR  
LUTHERAN ELEMENTARY SCHOOL TEACHERS  
REPORTED FOR 1966

	$S_1$	$S_2$	$S_3$	$S_4$
	Male			
$S_1$				
$S_2$	.7670			
$S_3$	.6440	.6078		
$S_4$	.6696	.6079	.8463	
$S_5$	.5431	.4989	.7201	.7449
	Female			
$S_1$				
$S_2$	.7326			
$S_3$	.5986	.5687		
$S_4$	.6464	.5912	.8483	
$S_5$	.5588	.4620	.6430	.6853
	Male and Female			
$S_1$				
$S_2$	.7430			
$S_3$	.6125	.5835		
$S_4$	.6511	.5914	.8381	
$S_5$	.5537	.4716	.6639	.6954

TABLE 34

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
OF SUPERVISORY FACTORS COMPARED INTERNALLY TO  
DETERMINE INDEPENDENCE FOR FIRST-YEAR  
LUTHERAN ELEMENTARY SCHOOL TEACHERS  
REPORTED FOR 1967

	$S_1$	$S_2$	$S_3$	$S_4$
	Male			
$S_1$				
$S_2$	.8316			
$S_3$	.8100	.8123		
$S_4$	.7360	.6517	.7273	
$S_5$	.7134	.6683	.6129	.7020
	Female			
$S_1$				
$S_2$	.6616			
$S_3$	.5814	.5859		
$S_4$	.4176	.3783	.7215	
$S_5$	.5088	.4519	.7041	.6646
	Male and Female			
$S_1$				
$S_2$	.7201			
$S_3$	.6578	.6619		
$S_4$	.5022	.4533	.7195	
$S_5$	.5792	.5297	.6732	.6690



TABLE 35

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
OF SUPERVISORY FACTORS COMPARED INTERNALLY TO  
DETERMINE INDEPENDENCE FOR FIRST-YEAR  
LUTHERAN ELEMENTARY SCHOOL TEACHERS  
REPORTED FOR 1968

	S <sub>1</sub>	S <sub>2</sub>	S <sub>3</sub>	S <sub>4</sub>
	Male			
S <sub>1</sub>				
S <sub>2</sub>	.5316			
S <sub>3</sub>	.3736	.4848		
S <sub>4</sub>	.3672	.5235	.7559	
S <sub>5</sub>	.2459	.4348	.7240	.7999
	Female			
S <sub>1</sub>				
S <sub>2</sub>	.7619			
S <sub>3</sub>	.5188	.5822		
S <sub>4</sub>	.5280	.3924	.5906	
S <sub>5</sub>	.4311	.3637	.5162	.7264
	Male and Female			
S <sub>1</sub>				
S <sub>2</sub>	.6669			
S <sub>3</sub>	.4565	.5499		
S <sub>4</sub>	.4519	.4291	.6456	
S <sub>5</sub>	.3493	.3780	.5811	.7503

TABLE 36

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
OF SUPERVISORY FACTORS COMPARED INTERNALLY TO  
DETERMINE INDEPENDENCE FOR FIRST-YEAR  
LUTHERAN ELEMENTARY SCHOOL TEACHERS  
REPORTED FOR 1969

	$S_1$	$S_2$	$S_3$	$S_4$
	Male			
$S_1$				
$S_2$	.6441			
$S_3$	.7078	.5100		
$S_4$	.2710	.1926	.3943	
$S_5$	.4574	.2768	.3207	.5986
	Female			
$S_1$				
$S_2$	.6090			
$S_3$	.4338	.4906		
$S_4$	.4277	.4906	.8071	
$S_5$	.3879	.4336	.6711	.6955
	Male and Female			
$S_1$				
$S_2$	.6186			
$S_3$	.5082	.4908		
$S_4$	.3923	.4253	.6871	
$S_5$	.3928	.3976	.5723	.6804

TABLE 37

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
OF SUPERVISORY FACTORS COMPARED INTERNALLY TO  
DETERMINE INDEPENDENCE FOR FIRST-YEAR  
LUTHERAN ELEMENTARY SCHOOL TEACHERS  
REPORTED FOR 1970

	S <sub>1</sub>	S <sub>2</sub>	S <sub>3</sub>	S <sub>4</sub>
	Male			
S <sub>1</sub>				
S <sub>2</sub>	.5630			
S <sub>3</sub>	.5527	.5747		
S <sub>4</sub>	.5402	.4367	.8025	
S <sub>5</sub>	.5123	.6265	.7051	.6842
	Female			
S <sub>1</sub>				
S <sub>2</sub>	.7086			
S <sub>3</sub>	.6978	.7571		
S <sub>4</sub>	.5345	.5644	.6825	
S <sub>5</sub>	.5260	.4742	.6015	.6782
	Male and Female			
S <sub>1</sub>				
S <sub>2</sub>	.6427			
S <sub>3</sub>	.6255	.6645		
S <sub>4</sub>	.5386	.4995	.7461	
S <sub>5</sub>	.5212	.5457	.6561	.6836

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## APPENDIX C

### TABULATIONS OF SUPERVISORY FACTORS

TABLE 38

THE TABULATIONS OF RESPONSES ON THE PERSONAL QUALIFICATIONS FACTOR OF MALE LUTHERAN ELEMENTARY SCHOOL TEACHERS AS EVALUATED BY THEIR SUPERVISORS IN 1966, 1967, 1968, 1969, AND 1970, AND FOR THE FIVE-YEAR PERIOD

Year	0. No Response	1. Inadequate	2. Below Average	3. Average	4. Above Average	5. Superior	Frequency
1966	0	1	1	16*	16*	5	39
1967	0	1	3	16	17*	6	43
1968	0	0	4	9	16*	4	33
1969	0	0	3	14	22*	5	44
1970	0	0	6	17	27*	10	60
Five Years	0	2	17	72	98*	30	219

\* Indicates mode.

TABLE 39

THE TABULATION OF RESPONSES ON THE PERSONAL QUALIFICATIONS FACTOR OF FEMALE LUTHERAN ELEMENTARY SCHOOL TEACHERS AS EVALUATED BY THEIR SUPERVISORS IN 1966, 1967, 1968, 1969, AND 1970, AND FOR THE FIVE YEAR PERIOD

Year	0. No Response	1. Inadequate	2. Below Average	3. Average	4. Above Average	5. Superior	Frequency
1966	1	0	5	31	46*	8	91
1967	0	1	6	28	43*	17	95
1968	0	0	1	18	32*	7	58
1969	1	0	5	30	60*	17	113
1970	0	1	5	17	46*	13	82
Five Years	2	2	22	124	227*	62	439

\* Indicates mode.

TABLE 40

THE TABULATION OF RESPONSES ON THE COMMITMENT  
 FACTOR OF MALE LUTHERAN ELEMENTARY SCHOOL  
 TEACHERS AS EVALUATED BY THEIR SUPER-  
 VISORS IN 1966, 1967, 1968, 1969,  
 AND 1970, AND FOR THE  
 FIVE-YEAR PERIOD

Year	0. No Response	1. Inadequate	2. Below Average	3. Average	4. Above Average	5. Superior	Frequency
1966	0	1	3	13	15*	7	39
1967	0	1	3	12	16*	11	43
1968	0	0	1	13	16*	3	33
1969	0	0	0	14	23*	7	44
1970	0	1	4	15	24*	16	60
Five Years	0	3	11	67	94*	44	219

\* Indicates mode.

TABLE 41

THE TABULATION OF RESPONSES ON THE COMMITMENT  
 FACTOR OF FEMALE LUTHERAN ELEMENTARY SCHOOL  
 TEACHERS AS EVALUATED BY THEIR SUPER-  
 VISORS IN 1966, 1967, 1968, 1969,  
 AND 1970, AND FOR THE  
 FIVE-YEAR PERIOD

Year	0. No Response	1. Inadequate	2. Below Average	3. Average	4. Above Average	5. Superior	Frequency
1966	1	0	3	35	42*	10	91
1967	1	0	3	26	41*	24	95
1968	0	1	1	11	34*	11	58
1969	0	0	2	29	61*	21	113
1970	0	2	3	18	40*	19	82
Five Years	2	3	12	119	218*	85	439

\* Indicates mode.



TABLE 42

THE TABULATION OF RESPONSES ON THE PROFESSIONAL  
 QUALIFICATIONS FACTOR OF MALE LUTHERAN  
 ELEMENTARY SCHOOL TEACHERS AS EVAL-  
 UATED BY THEIR SUPERVISORS IN  
 1966, 1967, 1968, 1969,  
 AND 1970, AND FOR THE  
 FIVE-YEAR PERIOD

Year	0. No Response	1. Inadequate	2. Below Average	3. Average	4. Above Average	5. Superior	Frequency
1966	1	0	4	14*	14*	6	39
1967	0	2	4	9	24*	4	43
1968	0	0	1	11	19*	2	33
1969	1	0	0	15	23*	5	44
1970	0	2	4	15	29*	10	60
Five Years	2	4	13	64	109*	27	219

\* Indicates mode.

TABLE 43

THE TABULATION OF RESPONSES ON THE PROFESSIONAL  
 QUALIFICATIONS FACTOR ON FEMALE LUTHERAN  
 ELEMENTARY SCHOOL TEACHERS AS EVAL-  
 UATED BY THEIR SUPERVISORS IN  
 1966, 1967, 1968, 1969,  
 AND 1970, AND FOR THE  
 FIVE-YEAR PERIOD

Year	0. No Response	1. Inadequate	2. Below Average	3. Average	4. Above Average	5. Superior	Frequency
1966	2	0	4	35	45*	5	91
1967	2	0	4	32	42*	15	95
1968	0	0	2	19	30*	7	58
1969	1	0	4	40	63*	5	113
1970	0	1	2	22	46*	11	82
Five Years	5	1	16	148	226*	43	439

\* Indicates mode.

TABLE 44

THE TABULATION ON RESPONSES ON THE TEACHING COMPETENCE FACTOR OF MALE LUTHERAN ELEMENTARY SCHOOL TEACHERS AS EVALUATED BY THEIR SUPERVISORS IN 1966, 1967, 1968, 1969, AND 1970, AND FOR THE FIVE-YEAR PERIOD

Year	0. No Response	1. Inadequate	2. Below Average	3. Average	4. Above Average	5. Superior	Frequency
1966	0	0	4	16*	15	4	39
1967	0	0	4	13	21*	5	43
1968	0	0	3	10	15*	5	33
1969	0	0	1	16	25*	2	44
1970	0	3	4	18	26*	9	60
Five Years	0	3	16	73	102*	25	219

\* Indicates mode.

TABLE 45

THE TABULATION ON RESPONSES ON THE TEACHING COMPETENCE FACTOR OF FEMALE LUTHERAN ELEMENTARY SCHOOL TEACHERS AS EVALUATED BY THEIR SUPERVISORS IN 1966, 1967, 1968, 1969, AND 1970, AND FOR THE FIVE-YEAR PERIOD

Year	0. No Response	1. Inadequate	2. Below Average	3. Average	4. Above Average	5. Superior	Frequency
1966	2	0	7	39*	36	7	91
1967	3	0	2	33	42*	15	95
1968	0	0	2	24*	24*	8	58
1969	1	0	9	33	57*	13	113
1970	0	1	3	23	41*	14	82
Five Years	6	1	23	152	200*	57	439

\* Indicates mode.

TABLE 46

THE TABULATION ON RESPONSES ON THE CLASSROOM MANAGEMENT FACTOR OF MALE LUTHERAN ELEMENTARY SCHOOL TEACHERS AS EVALUATED BY THEIR SUPERVISORS IN 1966, 1967, 1968, 1969, AND 1970, AND FOR THE FIVE-YEAR PERIOD

Year	0. No Response	1. Inadequate	2. Below Average	3. Average	4. Above Average	5. Superior	Frequency
1966	0	1	8	13*	13*	4	39
1967	1	2	8	13*	13*	6	43
1968	0	0	5	11	14*	3	33
1969	0	0	4	21*	18	1	44
1970	0	5	9	19*	18	9	60
Five Years	1	8	34	77*	76	23	219

\* Indicates mode.

TABLE 47

THE TABULATION ON RESPONSES ON THE CLASSROOM MANAGEMENT FACTOR OF FEMALE LUTHERAN ELEMENTARY SCHOOL TEACHERS AS EVALUATED BY THEIR SUPERVISORS IN 1966, 1967, 1968, 1969, AND 1970, AND FOR THE FIVE-YEAR PERIOD

Year	0. No Response	1. Inadequate	2. Below Average	3. Average	4. Above Average	5. Superior	Frequency
1966	3	1	10	41*	27	9	91
1967	3	3	8	36	37*	8	95
1968	0	2	5	24*	20	7	58
1969	4	2	16	37	42*	12	113
1970	0	3	10	26	33*	10	82
Five Years	10	11	49	164*	159	46	439

\* Indicates mode.

APPENDIX D

NON-CORRELATION OF TEACHER FACTORS

TABLE 48

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
OF TEACHER FACTORS COMPARED INTERNALLY TO  
DETERMINE INDEPENDENCE FOR FIRST-YEAR  
MALE LUTHERAN ELEMENTARY SCHOOL  
TEACHERS REPORTED FOR 1966

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>	T <sub>9</sub>	T <sub>10</sub>
T <sub>1</sub>										
T <sub>2</sub>	.7675									
T <sub>3</sub>	.0123	.0547								
T <sub>4</sub>	-.0661	-.0449	.4669							
T <sub>5</sub>	.3574	.3047	.2511	.2510						
T <sub>6</sub>	.2989	.1457	-.0719	-.1164	.1302					
T <sub>7</sub>	-.2230	-.2089	-.1072	-.1895	-.1507	.0423				
T <sub>8</sub>	.1333	.0906	-.2368	-.5382	-.0884	.0410	-.0050			
T <sub>9</sub>	.3399	.3060	.2194	.3552	.3794	.3103	-.2132	-.0828		
T <sub>10</sub>	.3522	.3273	-.1243	-.0661	.3118	.3834	.1147	.1333	.6714	
T <sub>11</sub>	.3338	.3469	-.2277	-.0782	-.0414	.2305	.0128	-.1126	.2512	.2749



TABLE 49

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
OF TEACHER FACTORS COMPARED INTERNALLY TO  
DETERMINE INDEPENDENCE FOR FIRST-YEAR  
FEMALE LUTHERAN ELEMENTARY SCHOOL  
TEACHERS REPORTED FOR 1966

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>	T <sub>9</sub>	T <sub>10</sub>
T <sub>1</sub>										
T <sub>2</sub>	.0470									
T <sub>3</sub>	.0556	.0340								
T <sub>4</sub>	.0820	.1336	.0468							
T <sub>5</sub>	.1314	.2234	.1246	.0079						
T <sub>6</sub>	.3114	.1868	-.0062	.0739	.2250					
T <sub>7</sub>	-.0425	-.0669	.1181	.2372	-.0975	.0474				
T <sub>8</sub>	.1601	-.0928	.0783	.2213	-.1107	-.0277	.1976			
T <sub>9</sub>	.2890	.2492	.1926	.0824	.0534	.3578	-.0231	.1682		
T <sub>10</sub>	.5553	.0514	.1919	.0897	-.0122	.1671	.0283	.0723	.4189	
T <sub>11</sub>	.2686	.1015	.0278	.1010	-.1697	-.0074	.0190	-.0031	.0016	.1885

TABLE 50

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
 OF TEACHER FACTORS COMPARED INTERNALLY TO  
 DETERMINE INDEPENDENCE FOR FIRST-YEAR  
 LUTHERAN ELEMENTARY SCHOOL TEACHERS  
 REPORTED FOR 1966

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>	T <sub>9</sub>	T <sub>10</sub>
T <sub>1</sub>										
T <sub>2</sub>	.3705									
T <sub>3</sub>	.0439	.0441								
T <sub>4</sub>	.0327	.0517	.3816							
T <sub>5</sub>	.2013	.2393	.1588	.0848						
T <sub>6</sub>	.3096	.1702	-.0237	.0112	.1910					
T <sub>7</sub>	-.1033	-.1305	.0523	.1003	-.1110	.0420				
T <sub>8</sub>	.1575	.0020	.0218	.0514	-.1110	.0021	.1366			
T <sub>9</sub>	.3058	.2632	.2006	.1682	.1501	.3435	-.0816	.1167		
T <sub>10</sub>	.4869	.1831	.0965	.0372	.0903	.2447	.0524	.0967	.5001	
T <sub>11</sub>	.2573	.1275	-.0335	.0517	.1225	.0323	.0301	-.0704	.0498	.1815

TABLE 51

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
 OF TEACHER FACTORS COMPARED INTERNALLY TO  
 DETERMINE INDEPENDENCE FOR FIRST-YEAR  
 MALE LUTHERAN ELEMENTARY SCHOOL  
 TEACHERS REPORTED FOR 1967

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>	T <sub>9</sub>	T <sub>10</sub>
T <sub>1</sub>										
T <sub>2</sub>	.4836									
T <sub>3</sub>	-.2316	-.1056								
T <sub>4</sub>	.1609	-.0323	.1987							
T <sub>5</sub>	.0993	.0752	.1227	.0160						
T <sub>6</sub>	.3888	.4032	-.0302	.1230	.2937					
T <sub>7</sub>	.0836	.1002	.1259	-.1756	.2279	-.1192				
T <sub>8</sub>	.0836	.0757	-.3858	-.2892	-.1584	-.1893	.0832			
T <sub>9</sub>	.1753	-.0687	.1420	.3921	.0674	.1801	-.0273	-.4076		
T <sub>10</sub>	.1863	-.0478	.0593	.7312	-.1219	.0031	.0035	.3459	.5558	
T <sub>11</sub>	.2822	-.0836	-.0911	.3992	.0531	.2034	-.0941	-.1752	.3048	.2664

TABLE 52

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
OF TEACHER FACTORS COMPARED INTERNALLY TO  
DETERMINE INDEPENDENCE FOR FIRST-YEAR  
FEMALE LUTHERAN ELEMENTARY SCHOOL  
TEACHERS REPORTED FOR 1967

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>	T <sub>9</sub>	T <sub>10</sub>
T <sub>1</sub>										
T <sub>2</sub>	.1278									
T <sub>3</sub>	.0545	.1101								
T <sub>4</sub>	-.0490	*.0000	.1476							
T <sub>5</sub>	.1647	.0901	.2876	.0825						
T <sub>6</sub>	.2040	*.0000	.0500	.2819	.2188					
T <sub>7</sub>	-.0601	-.0789	-.1055	.1242	-.1492	-.1921				
T <sub>8</sub>	.0910	*.0000	-.1772	.0730	-.2268	.1208	.1350			
T <sub>9</sub>	.2072	-.1266	.4908	.2047	.3104	.2602	.0759	-.1736		
T <sub>10</sub>	.1292	-.3019	.1425	.5654	.0908	.2630	.0930	-.0841	.4663	
T <sub>11</sub>	.2246	*.0000	-.0621	.2240	.1187	.3415	-.0984	.0839	.1696	.3240

\* Indicates independence.

TABLE 53

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
OF TEACHER FACTORS COMPARED INTERNALLY TO  
DETERMINE INDEPENDENCE FOR FIRST-YEAR  
LUTHERAN ELEMENTARY SCHOOL TEACHERS  
REPORTED FOR 1967

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>	T <sub>9</sub>	T <sub>10</sub>
T <sub>1</sub>										
T <sub>2</sub>	.2824									
T <sub>3</sub>	-.0420	.0091								
T <sub>4</sub>	.0245	-.0117	.1719							
T <sub>5</sub>	.1453	.0807	.2292	.0606						
T <sub>6</sub>	.2476	.1456	.0090	.2252	.2332					
T <sub>7</sub>	-.0127	.0165	-.0091	.0267	-.0298	-.1809				
T <sub>8</sub>	.0899	.0345	-.2440	-.0479	-.2054	.0378	.1202			
T <sub>9</sub>	.1985	-.0871	.3658	.2701	.2353	.2313	.0485	-.2438		
T <sub>10</sub>	.1483	-.1622	.1116	.6256	.0205	.1840	.0649	-.1679	.4957	
T <sub>11</sub>	.2367	-.0439	-.0826	.2731	.0962	.3132	-.1051	.0101	.2035	.3025

TABLE 54

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
 OF TEACHER FACTORS COMPARED INTERNALLY TO  
 DETERMINE INDEPENDENCE FOR FIRST-YEAR  
 MALE LUTHERAN ELEMENTARY SCHOOL  
 TEACHERS REPORTED FOR 1968

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>	T <sub>9</sub>	T <sub>10</sub>
T <sub>1</sub>										
T <sub>2</sub>	-.0782									
T <sub>3</sub>	.2665	-.1145								
T <sub>4</sub>	.4952	-.0312	.2833							
T <sub>5</sub>	.3810	-.1109	.3826	.3197						
T <sub>6</sub>	.2431	-.1166	-.1304	-.1166	-.0925					
T <sub>7</sub>	.0000	.1250	-.1206	.1250	.0522	.0466				
T <sub>8</sub>	.0498	.0747	-.2968	.0747	.0593	.2786	.2390			
T <sub>9</sub>	-.2612	.3262	-.1334	-.1044	.2589	-.3894	-.0522	-.1622		
T <sub>10</sub>	.1478	-.0709	.3042	.5139	.3589	-.2644	-.2481	-.2499	.3127	
T <sub>11</sub>	-.1847	.2681	-.2046	-.1166	-.1728	-.1478	.3264	.0947	.1728	-.0463

TABLE 55

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
OF TEACHER FACTORS COMPARED INTERNALLY TO  
DETERMINE INDEPENDENCE FOR FIRST-YEAR  
FEMALE LUTHERAN ELEMENTARY SCHOOL  
TEACHERS REPORTED FOR 1968

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>	T <sub>9</sub>	T <sub>10</sub>
T <sub>1</sub>										
T <sub>2</sub>	.5473									
T <sub>3</sub>	-.1054	-.0733								
T <sub>4</sub>	-.0486	-.0338	-.0774							
T <sub>5</sub>	.1240	-.1504	.2130	-.0517						
T <sub>6</sub>	.2674	-.0998	-.0649	.1210	.3040					
T <sub>7</sub>	.2261	.1573	-.0093	-.0305	-.1153	.1033				
T <sub>8</sub>	.1133	.0431	-.2284	-.1054	-.2345	-.0635	-.0256			
T <sub>9</sub>	.1615	.2885	-.1459	-.0673	-.0109	-.0158	.0484	-.0767		
T <sub>10</sub>	.2149	.3584	.0074	.4336	.0289	.1041	.1348	-.1490	.2828	
T <sub>11</sub>	.2571	.1156	-.0250	-.0449	-.1687	.1412	.1613	.2069	-.0037	.1932

TABLE 56

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
OF TEACHER FACTORS COMPARED INTERNALLY TO  
DETERMINE INDEPENDENCE FOR FIRST-YEAR  
LUTHERAN ELEMENTARY SCHOOL TEACHERS  
REPORTED FOR 1968

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>	T <sub>9</sub>	T <sub>10</sub>
T <sub>1</sub>										
T <sub>2</sub>	.2265									
T <sub>3</sub>	.1293	-.0883								
T <sub>4</sub>	.0839	-.0315	-.0062							
T <sub>5</sub>	.2065	-.1349	.2461	.0288						
T <sub>6</sub>	.2606	-.1055	-.0768	.0579	.1460					
T <sub>7</sub>	.1314	.1444	-.0378	-.0037	-.0686	.0880				
T <sub>8</sub>	.1035	.0554	-.2132	-.0773	-.1575	.0658	.0716			
T <sub>9</sub>	-.0281	.3038	-.1027	-.0788	.0721	-.1618	.0217	-.0828		
T <sub>10</sub>	.1841	.1796	.1479	.4227	.1404	-.0393	-.0035	-.1746	.2976	
T <sub>11</sub>	.0420	.1741	-.1120	-.0533	-.1608	.0267	.2128	.1600	.0563	.1016



TABLE 57

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
 OF TEACHER FACTORS COMPARED INTERNALLY TO  
 DETERMINE INDEPENDENCE FOR FIRST-YEAR  
 MALE LUTHERAN ELEMENTARY SCHOOL  
 TEACHERS REPORTED FOR 1969

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>	T <sub>9</sub>	T <sub>10</sub>
T <sub>1</sub>										
T <sub>2</sub>	-.5401									
T <sub>3</sub>	.0260	.2725								
T <sub>4</sub>	-.5401	1.0000	.2725							
T <sub>5</sub>	-.1200	.2657	.2133	.2657						
T <sub>6</sub>	.4998	-.2490	.2432	-.2490	-.1559					
T <sub>7</sub>	.0768	-.1269	.1652	-.1269	-.0552	.1981				
T <sub>8</sub>	.1096	-.0546	-.2133	-.0546	-.1282	-.2631	-.0066			
T <sub>9</sub>	.4518	.0706	.3124	.0706	.2305	.4093	-.0542	.0685		
T <sub>10</sub>	.7651	-.2218	.0248	-.2218	-.0407	.6108	.0576	.1339	.5038	
T <sub>11</sub>	.2072	.0638	.1660	.0638	.0765	.1351	.0644	-.1796	.1848	.4170

TABLE 58

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
OF TEACHER FACTORS COMPARED INTERNALLY TO  
DETERMINE INDEPENDENCE FOR FIRST-YEAR  
FEMALE LUTHERAN ELEMENTARY SCHOOL  
TEACHERS REPORTED FOR 1969

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>	T <sub>9</sub>	T <sub>10</sub>
T <sub>1</sub>										
T <sub>2</sub>	.0106									
T <sub>3</sub>	.0908	.0901								
T <sub>4</sub>	-.0102	.0506	.2660							
T <sub>5</sub>	.0924	.1459	.2855	.0384						
T <sub>6</sub>	.3168	.3117	.1573	-.0434	.1224					
T <sub>7</sub>	-.0221	.0430	-.3175	-.1113	-.0349	-.3859				
T <sub>8</sub>	.0025	-.0294	-.1138	-.0597	-.0527	-.0856	.1929			
T <sub>9</sub>	.0768	.1783	.2490	.1114	.2476	.1498	-.2689	-.0381		
T <sub>10</sub>	.2271	-.0210	.1268	-.1410	.2952	.1936	-.0770	-.0305	.4363	
T <sub>11</sub>	.1823	-.1989	-.0484	-.1667	-.1245	-.0718	.1406	.0054	-.0080	.1268

TABLE 59

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
OF TEACHER FACTORS COMPARED INTERNALLY TO  
DETERMINE INDEPENDENCE FOR FIRST-YEAR  
LUTHERAN ELEMENTARY SCHOOL TEACHERS  
REPORTED FOR 1969

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>	T <sub>9</sub>	T <sub>10</sub>
T <sub>1</sub>										
T <sub>2</sub>	-.0453									
T <sub>3</sub>	.0652	.0978								
T <sub>4</sub>	-.0683	.1248	.2381							
T <sub>5</sub>	.0470	.1679	.2464	.0814						
T <sub>6</sub>	.3587	.2116	.1873	-.0746	.0349					
T <sub>7</sub>	.0035	.0180	-.1622	-.1071	-.0398	-.2101				
T <sub>8</sub>	.0161	-.0456	-.1246	-.0695	-.0847	-.1227	.1416			
T <sub>9</sub>	.1668	.1568	.2653	.1019	.2417	.2230	-.2081	-.0146		
T <sub>10</sub>	.3547	-.0449	.0946	-.1456	.2013	.3108	-.0392	.0059	.4542	
T <sub>11</sub>	.1968	-.1307	-.0266	-.1078	-.0417	-.0362	.1191	-.0578	.0306	.1759

TABLE 60

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
OF TEACHER FACTORS COMPARED INTERNALLY TO  
DETERMINE INDEPENDENCE FOR FIRST-YEAR  
MALE LUTHERAN ELEMENTARY SCHOOL  
TEACHERS REPORTED FOR 1970

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>	T <sub>9</sub>	T <sub>10</sub>
T <sub>1</sub>										
T <sub>2</sub>	-.0505									
T <sub>3</sub>	-.0719	-.0040								
T <sub>4</sub>	-.3103	.4278	.2257							
T <sub>5</sub>	.0666	.1924	.3841	.2408						
T <sub>6</sub>	.2800	.0906	-.1892	-.1808	.0708					
T <sub>7</sub>	.1419	-.1636	.0785	-.0896	-.1876	-.1808				
T <sub>8</sub>	-.1836	.0345	-.2725	-.0424	-.2968	-.0095	.0402			
T <sub>9</sub>	.0459	-.1857	-.0551	-.2230	.0047	.2529	-.0190	-.2162		
T <sub>10</sub>	.1251	.1484	.0857	-.4100	.0244	.1433	.0781	-.1970	.2627	
T <sub>11</sub>	.5693	.2917	-.2779	-.3582	-.0199	.3382	.0183	.0262	.1429	.2362

TABLE 61

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
OF TEACHER FACTORS COMPARED INTERNALLY TO  
DETERMINE INDEPENDENCE FOR FIRST-YEAR  
FEMALE LUTHERAN ELEMENTARY SCHOOL  
TEACHERS REPORTED FOR 1970

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>	T <sub>9</sub>	T <sub>10</sub>
T <sub>1</sub>										
T <sub>2</sub>	.2593									
T <sub>3</sub>	-.0336	.0253								
T <sub>4</sub>	.3833	.3235	.0573							
T <sub>5</sub>	.2071	.2094	.1000	.2785						
T <sub>6</sub>	.4212	.2903	.0389	.2525	.1918					
T <sub>7</sub>	-.1176	-.0869	-.2908	-.1480	-.3010	-.1014				
T <sub>8</sub>	.1780	-.1167	-.3319	-.0203	.0429	-.2689	.0585			
T <sub>9</sub>	.5059	.2828	.0015	.2702	.0630	.2551	.0137	.0125		
T <sub>10</sub>	.5730	.2303	-.0032	.3582	.0897	.1651	-.1699	.1581	.5482	
T <sub>11</sub>	.2207	-.2323	.1664	.0176	.0446	.1810	-.0238	-.0924	.1165	.0710

TABLE 62

PEARSON PRODUCT-MOMENT COEFFICIENT OF CORRELATIONS  
 OF TEACHER FACTORS COMPARED INTERNALLY TO  
 DETERMINE INDEPENDENCE FOR FIRST-YEAR  
 LUTHERAN ELEMENTARY SCHOOL TEACHERS  
 REPORTED FOR 1970

	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>	T <sub>7</sub>	T <sub>8</sub>	T <sub>9</sub>	T <sub>10</sub>
T <sub>1</sub>										
T <sub>2</sub>	.1392									
T <sub>3</sub>	-.0405	-.0125								
T <sub>4</sub>	.2085	.3401	.0398							
T <sub>5</sub>	.1323	.2124	.2153	.2550						
T <sub>6</sub>	.3581	.2181	-.0707	.1555	.1358					
T <sub>7</sub>	-.0010	-.1112	-.0982	-.1265	-.2534	-.1341				
T <sub>8</sub>	.0470	-.0924	-.2658	-.0422	-.0961	-.1715	.0547			
T <sub>9</sub>	.2920	.1068	-.0128	.1378	.0247	.2541	.0016	-.0636		
T <sub>10</sub>	.3725	.1973	.0410	.2020	.0602	.1559	-.0661	.0309	.4181	
T <sub>11</sub>	.2982	-.0683	-.0578	.0272	.0572	.2140	-.0179	-.0899	.0934	.1158

APPENDIX E

TABULATIONS OF FIRST-YEAR TEACHER FACTORS

TABLE 63

TABULATIONS OF FIRST-YEAR LUTHERAN ELEMENTARY  
SCHOOL TEACHERS ON THE FACTOR OF THEIR  
ADJUSTMENT TO THE SCHOOL ORGANIZATION  
AND POINT OF VIEW FOR THE YEARS  
1966 - 1970

Year	No Response			Yes			Undecided			No			Totals		
	M	F	Both	M	F	Both	M	F	Both	M	F	Both	M	F	Both
1966	0	1	1	33	79	112*	2	4	6	4	7	11	39	91	130
1967	0	1	1	36	82	118*	4	5	9	3	7	10	43	95	138
1968	0	0	0	27	54	81*	3	2	5	3	2	5	33	58	91
1969	0	1	1	40	93	133*	1	9	10	3	10	13	44	113	157
1970	0	0	0	48	71	119*	4	2	6	8	9	17	60	82	142
Five Years	0	3	3	184	379	563*	14	22	36	21	35	56	219	439	658

M Indicates male.

F Indicates female

\* Indicates mode.



TABLE 64

TABULATIONS ON FIRST-YEAR LUTHERAN ELEMENTARY  
SCHOOL TEACHERS ON THE FACTOR OF BEING  
ABLE TO USE THEIR OWN IDEAS AND PLANS  
FOR TEACHING FOR THE YEARS  
1966 - 1970

Year	No Response			Yes			Undecided			No			Totals		
	M	F	Both	M	F	Both	M	F	Both	M	F	Both	M	F	Both
1966	0	1	1	36	88	124*	1	1	2	2	1	3	39	91	130
1967	0	1	1	42	93	135*	0	1	1	1	0	1	43	95	138
1968	0	0	0	32	56	88*	0	1	1	1	1	2	33	58	91
1969	1	1	2	43	107	150*	0	2	2	0	3	3	44	113	157
1970	1	0	1	57	74	131*	1	3	4	1	5	6	60	82	142
Five Years	2	3	5	210	418	628*	2	8	10	5	10	15	219	439	658

M Indicates male.

F Indicates female.

\* Indicates mode.

TABLE 65

TABULATIONS OF FIRST-YEAR LUTHERAN ELEMENTARY  
SCHOOL TEACHERS ON THE FACTOR OF BEING  
SATISFIED WITH THE PROGRESS MADE BY  
THEIR PUPILS FOR THE YEARS  
1966 - 1970

Year	No Response			Yes			Undecided			No			Totals		
	M	F	Both	M	F	Both	M	F	Both	M	F	Both	M	F	Both
1966	0	2	2	31	74	105*	5	6	11	3	9	12	39	91	130
1967	0	0	0	28	73	101*	6	12	18	9	10	19	43	95	138
1968	0	0	0	23	49	72*	1	3	4	9	6	15	33	58	91
1969	1	1	2	29	89	118*	5	7	12	9	16	25	44	113	157
1970	1	0	1	41	70	111*	3	3	6	15	9	24	60	82	142
Five Years	2	3	5	152	355	507*	20	31	51	45	50	95	219	439	658

M Indicates male.

F Indicates female.

\* Indicates mode.

TABLE 66

TABULATIONS OF FIRST-YEAR LUTHERAN ELEMENTARY  
SCHOOL TEACHERS ON THE FACTOR OF FEELING  
AN INCREASING ABILITY TO HANDLE THE  
PROBLEMS OF THEIR WORK FOR THE  
YEARS 1966 - 1970

Year	No Response			Yes			Undecided			Don't Know			Totals		
	M	F	Both	M	F	Both	M	F	Both	M	F	Both	M	F	Both
1966	0	1	1	38	86	124*	0	3	3	1	1	2	39	91	130
1967	0	0	0	41	93	134*	1	0	1	1	2	3	43	95	138
1968	0	0	0	32	56	88*	1	0	1	0	2	2	33	58	91
1969	1	1	2	43	109	152*	0	0	0	0	3	3	44	113	175
1970	1	0	1	59	77	136*	0	0	0	0	5	5	60	82	142
Five Years	2	2	4	213	421	634*	2	3	5	2	13	15	219	439	658

M Indicates male.

F Indicates female.

\* Indicates mode.

TABLE 67

TABULATIONS OF FIRST-YEAR LUTHERAN ELEMENTARY  
SCHOOL TEACHERS ON THE FACTOR OF FEELING  
WELL PREPARED FOR THEIR WORK FOR THE  
YEARS 1966 - 1970

	No Response			Yes			Undecided			No			Totals		
Year	M	F	Both	M	F	Both	M	F	Both	M	F	Both	M	F	Both
1966	1	1	2	23	50	73*	5	15	20	10	25	35	39	91	130
1967	0	0	0	26	62	88*	8	14	22	9	19	28	43	95	138
1968	0	0	0	23	32	55*	3	9	12	7	17	24	33	58	91
1969	1	0	1	27	53	80*	2	15	17	14	45	59	44	113	157
1970	1	0	1	33	33	66*	5	15	20	21	34	55	60	82	142
Five Years	3	1	4	132	230	362*	23	68	91	61	140	201	219	439	658

M Indicates male.

F Indicates female.

\* Indicates mode.

TABLE 68

TABULATIONS OF FIRST-YEAR LUTHERAN ELEMENTARY  
SCHOOL TEACHERS ON THE FACTOR OF HAVING  
DIFFICULTY IN THEIR ROUTINE  
ORGANIZATION FOR THE  
YEARS 1966 - 1970

Year	No Response			Yes			Undecided			No			Totals		
	M	F	Both	M	F	Both	M	F	Both	M	F	Both	M	F	Both
1966	1	1	2	23	62	85*	2	4	6	13	24	37	39	91	130
1967	0	0	0	36	71	107*	2	5	7	5	19	24	43	95	138
1968	0	0	0	23	44	67*	0	1	1	10	13	23	33	58	91
1969	0	1	1	32	82	114*	0	5	5	12	25	37	44	113	157
1970	0	0	0	38	54	92*	2	1	3	20	27	47	60	82	142
Five Years	1	2	3	152	313	465*	6	16	22	60	108	168	219	439	658

M Indicates male.

F Indicates female.

\* Indicates mode.

TABLE 69

TABULATION OF FIRST-YEAR LUTHERAN ELEMENTARY  
SCHOOL TEACHERS ON THE FACTOR OF REMAINING  
IN THEIR PRESENT LOCATION FOR THE  
YEARS 1966 - 1970

	No Response			Yes			Undecided			No			Totals		
Year	M	F	Both	M	F	Both	M	F	Both	M	F	Both	M	F	Both
1966	1	1	2	13	30	43	5	6	11	20	54	74*	39	91	130
1967	0	0	0	12	32	44	1	10	11	30	53	83*	43	95	138
1968	0	0	0	11	23	34	0	3	3	22	32	54*	33	58	91
1969	0	0	0	18	41	59	0	9	9	26	63	89*	44	113	157
1970	0	0	0	17	25	42	3	5	8	40	52	92*	60	82	142
Five Years	1	1	2	71	151	222	9	33	42	138	252	392*	219	439	658

M Indicates male.

F Indicates female.

\* Indicates mode.

TABLE 70

TABULATIONS OF FIRST-YEAR LUTHERAN ELEMENTARY  
SCHOOL TEACHERS ON THE FACTOR OF RECEIVING  
NEEDED HELP FOR THE YEARS  
1966 - 1970

Year	No Response			Yes			Undecided			No			Totals		
	M	F	Both	M	F	Both	M	F	Both	M	F	Both	M	F	Both
1966	0	1	1	3	21	24	1	5	6	35	64	99*	39	91	130
1967	0	0	0	6	15	21	3	5	8	34	75	109*	43	95	138
1968	0	0	0	5	13	18	0	5	5	28	40	68*	33	58	91
1969	0	0	0	5	23	28	0	3	3	39	87	126*	44	113	157
1970	0	0	0	5	13	18	1	2	3	54	67	121*	60	82	142
Five Years	0	1	1	24	85	109	5	20	25	190	333	523*	219	439	658

M Indicates male.

F Indicates female.

\* Indicates mode.

TABLE 71

TABULATIONS OF FIRST-YEAR LUTHERAN ELEMENTARY  
SCHOOL TEACHERS ON THE FACTOR OF HAVING  
SERIOUS DIFFICULTIES WITH CLASS  
CONTROL FOR THE YEARS  
1966 - 1970

Year	No Response			Yes			Undecided			No			Totals		
	M	F	Both	M	F	Both	M	F	Both	M	F	Both	M	F	Both
1966	0	1	1	30	72	102*	3	4	7	6	14	20	39	91	130
1967	0	0	0	35	84	119*	5	3	8	3	8	11	43	95	138
1968	0	1	1	24	49	73*	2	1	3	7	7	14	33	58	91
1969	0	1	1	36	90	126*	1	3	4	7	19	26	44	113	157
1970	0	0	0	44	66	110*	1	1	2	15	15	30	60	82	142
Five Years	0	3	3	169	361	530*	12	12	24	38	63	101	219	439	658

M Indicates male.

F Indicates female.

\* Indicates mode.



TABLE 72

TABULATIONS OF FIRST-YEAR LUTHERAN ELEMENTARY  
SCHOOL TEACHERS ON THE FACTOR OF FEELING  
THEIR ASSIGNMENT WAS COMPATIBLE  
WITH THEIR ABILITIES AND  
PREFERENCES FOR THE  
YEARS 1966 - 1970

	No Response			Yes			Undecided			No			Totals		
Year	M	F	Both	M	F	Both	M	F	Both	M	F	Both	M	F	Both
1966	0	1	1	33	81	114*	2	2	4	4	7	11	39	91	130
1967	0	0	0	39	86	125*	1	4	5	3	5	8	43	95	138
1968	0	1	1	28	49	77*	2	4	6	3	4	7	33	58	91
1969	0	0	0	38	98	136*	3	6	9	3	9	12	44	113	157
1970	0	0	0	53	73	126*	2	2	4	5	7	12	60	82	142
Five Years	0	2	2	191	387	578*	10	18	28	18	32	50	219	439	658

M Indicates male.

F Indicates female.

\* Indicates mode.

TABLE 73

TABULATIONS OF FIRST-YEAR LUTHERAN ELEMENTARY  
SCHOOL TEACHERS ON THE FACTOR OF LIKING  
THEIR WORK AT THEIR PRESENT LOCATION  
FOR THE YEARS 1966 - 1970

Year	No Response			Yes			Undecided			No			Totals		
	M	F	Both	M	F	Both	M	F	Both	M	F	Both	M	F	Both
1966	0	0	0	31	53	84*	3	0	3	5	38	43	39	91	130
1967	0	0	0	33	65	98*	1	2	3	9	28	37	43	95	138
1968	0	0	0	23	36	59*	0	2	2	10	20	30	33	58	91
1969	0	2	2	37	59	96*	2	4	6	5	48	53	44	113	157
1970	0	2	2	53	48	101*	0	2	2	7	30	37	60	82	142
Five Years	0	4	4	177	261	438*	6	10	16	36	164	200	219	439	658

M Indicates male.

F Indicates female.

\* Indicates mode.

APPENDIX F

RELIABILITY COEFFICIENTS OF QUESTIONNAIRES

TABLE 74

HOYT RELIABILITY COEFFICIENTS OF THE QUESTIONNAIRES  
TO THE FIRST-YEAR LUTHERAN ELEMENTARY SCHOOL  
TEACHERS AND SUPERVISORS FOR THE YEARS  
1966 - 1970

Year	Teacher Questionnaires	Supervisor Questionnaires	Combined Teacher and Supervisor Questionnaires
1966	0.600344	0.739673	0.589930
1967	0.595435	0.765613	0.680654
1968	0.301341	0.709658	0.436656
1969	0.586412	0.545399	0.614971
1970	0.633863	0.742167	0.729491
Five Years	0.576519	0.716165	0.639101

APPROVAL SHEET

The dissertation submitted by Richard Allan Zimmer has been read and approved by members of the faculty of the School of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

Jan 10, 1972  
Date

Carter N. Frieberg  
Signature of Adviser